DOCUMENT RESUME

ED 194 725 CE 026 896

TITLE	Vocational Counseling for Displaced Homemakers: A Manual. Helping Displaced Homemakers Move from Housework to Paid Work through Vocational Training.
INSTITUTION	Education Development Center, Inc., Newton, Mass.
SPONS AGENCY	Office of Employment and Evaluation (ED), Washington, D.C.
PUB DATE	80
CONTRACT	300-79-0778
NOTE	45p.: Not available in paper copy due to colored ink and small print. For related documents see CE 026 897-898.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Prirting Office, Washington, DC 20402 (Stock No. 065-000-00020-2, $2.25)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Counseling: Adults: Biographical Inventories: *Career Counseling: *Counseling Techniques: *Displaced Homemakers: *Employment Potential: Individual Characteristics: Individual Needs: *Job Placement: Job Search Methods: Job Skills: Profiles

ABSTRACT

This manual highlights the requirements of the workworld and what counselors can do to help displaced homemakers make the transition from housework to paid work. Characteristics and needs of the typical displaced homemaker are sketched in an initial introductory section. The second section on understanding the labor market describes finding out about the local labor market and job opportunities and relating labor market information to the displaced homemaker's needs. A checklist for forming an initial profile of the demographics: career objectives, priorities: work, life, and educational experiences: and current family/personal situation of the displaced homemaker is provided in the third section. The fourth and largest section discusses the assessment, exploration, and development of skills through education and training and contains six charts which define basic skills areas and relate housework tasks to job skills. The fifth section examines the identification of displaced homemaker problems and solutions through supportive services. Developing job search skills and placing the displaced homemaker are discussed in the sixth section. A state-by-state list of displaced homemaker programs is appended. (Related documents are a resource guide for vocational educators and planners and a state-of-the-art review on the displaced homemaker--see note.) (MN)

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VOCATIONAL COUNSELING FOR DISPLACED HOMEMAKERS
A Manual

Helping Displaced Homemakers
Move From Housework to Paid Work
Through Vocational Training

CE 026 896

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Sponsoring Agency: U.S. Department of Education, Office of Vocational and Adult Education, Office of Employment and Education, Division of Program Improvement, Curriculum Development Branch. Contract Number 300790778.

Contractor: Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160

1980

SECOND LOOK

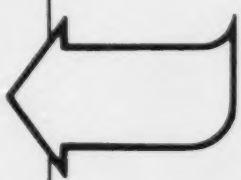
is a two-year project funded in October 1979 by the U.S. Department of Education, Office of Vocational and Adult Education, Office of Employment and Education, Division of Program Improvement, Curriculum Development Branch.

Education Development Center, in collaboration with Wellesley College Center for Research on Women and the American Vocational Association, will

- focus public awareness on the training and employment needs of the displaced homemaker
- stimulate the development of services to help displaced homemakers achieve economic independence.

SECOND LOOK WILL:

- develop a **Resource Guide for Vocational Educators and Planners** and **Vocational Counseling for Displaced Homemakers, A Manual**. . . suggesting ways to help displaced homemakers in need of training and jobs.
- convene **Regional Meetings of Vocational Educators** and a **National Conference of Service Groups and Women's Organizations**. . . bringing together leaders from education and training, business and industry, unions, women's groups, and community agencies to share resources and strengthen programs.
- produce **TV Public Service Spots**. . . encouraging employers to hire and train displaced homemakers.
- produce **TV Public Service Spots in English and Spanish** and a **Leaflet**. . . informing **displaced homemakers** about opportunities available in training and employment.



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FOREWORD

The displaced homemaker needs help in making the transition from housework to paid work. During the next decade, several million displaced homemakers will need marketable skills to compete for good jobs in promising occupations. This rapidly growing population will be turning for assistance to secondary and post-secondary schools, colleges and universities, community-based agencies, government employment and training programs, and educational brokering services. As a vocational counselor, a peer counselor, a learning facilitator, a women's advisor, or an information specialist in any of these settings, you are in an important position to help displaced homemakers prepare for the job market.

This manual highlights the requirements of the workworld and what counselors can do to help displaced homemakers get there. It uses the labor market as a lens to bring aspects of the counseling process into focus. Familiar elements of good practice have been combined with ideas, techniques, and examples drawn from the experiences of displaced homemaker programs throughout the country. They all emphasize approaches and activities that can make a significant difference to this population.

You can use this manual to:

- learn about the special characteristics and needs of displaced homemakers
- obtain and interpret labor market information
- develop a profile of the displaced homemaker's current status and future plans
- help the displaced homemaker assess, explore and develop skills through education and training
- help the displaced homemaker identify and overcome problems through supportive services
- locate and develop jobs for displaced homemakers.

Counseling will involve providing information, guidance, and referrals and will require collaboration with others in your institution and in the community. Effective counseling efforts will empower the displaced homemaker to act on her own and take appropriate steps to achieve economic independence.

A word of explanation: Preparation for work is crucial for displaced homemakers of either gender. However, because nearly all displaced homemakers are female, the Manual emphasizes the distinct problems women face in the transition from home to work.

CONTENTS

Section 1	**Introducing Displaced Homemakers**	1
Section 2	**Understanding the Labor Market**	3
Section 3	**Developing a Profile**	9
Section 4	**Skills: Assessment, Exploration, and Development through Education and Training**	11
Section 5	**Problems: Identification and Solutions through Supportive Services**	21
Section 6	**Jobs: Search, Development, and Placement**	27

Section 1

INTRODUCING DISPLACED HOMEMAKERS

Displaced homemakers . . .

- are generally over 35, often over 50, almost always women
- lack income due to the death, disability, desertion, divorce, or separation of a spouse on whom they have previously been dependent . . . or, are no longer eligible for public assistance because their children are grown
- lack job skills or work experience that will enable them to readily enter the labor market
- must seek employment to become economically independent

'Displaced homemaker' is a grass-roots term coined in California in 1975 to describe the middle-aged woman, "forcibly exiled" from her role as wife and mother, who is struggling to find a place in the job market. It is now used to identify men and women eligible for targeted employment assistance programs. The phrase is not universally popular, or even familiar in all quarters, but is politically significant and has been built into federal and state laws.

Displaced homemakers exist everywhere in the U.S.: in urban and rural areas; among all social classes, races, and ethnic groups. Their numbers include school dropouts as well as high school and college graduates. Despite great diversity in background, most displaced homemakers have one thing in common: the sudden loss of financial and emotional security. Indeed, the word "displaced" may be too mild to describe the circumstances of a woman whose lifelong expectations have been shattered and who abruptly finds herself without adequate resources for the future.

Displaced homemakers need jobs that pay well. To get them, they must be competitive in a labor market where age, sex, and race discrimination still pose serious obstacles. They must resolve personal and family problems that may hinder participation in training or work. They must shed stereotyped attitudes about female work roles in order to expand their employment options.

Most displaced homemakers are handicapped by ignorance of current labor market realities and new opportunities in nontraditional white and blue collar occupations. They need accurate information and chances to explore a variety of fields in order to make valid career decisions.

Displaced homemakers who have worked in the past may have obsolete skills that require upgrading to meet today's employment standards. Others who have never worked outside the home may have natural abilities and life experiences that are unrecognized or underestimated. They need appropriate counseling and training to translate these into job competencies.

Low self-confidence prevents many displaced homemakers from considering careers with advancement potential. They need support and encouragement to begin the career development process to complete educational programs, and to find and progress in good jobs.

"I'm a Displaced Homemaker. . ."*

- "I am a widow, 62 years old, without any worthwhile education. I have a very limited income. I don't want to end up on welfare or food stamps. I just want to keep my home and pay my taxes. What kind of job training can I get at my age?"

- "My husband walked out years ago. I raised my three kids, mostly on welfare. My youngest just turned 17. I'm 39 years old. I've got lots of good years and I want to make it on my own."

- "When my husband left me after our 25th anniversary, I felt like I was drowning. Emotionally I've gotten my life back together, but at 52 I find it almost impossible to get a job with no real experience other than some teaching before I was married."

- "I live out here in the middle of nowhere. My husband and I always loved the country and we got by on a little farming and odd jobs he did. He died last fall. I have no money coming in and now my car has broken down. What am I going to do?"

- "I'm divorced, 55 years old, and am having great difficulty getting work. I have a chronic knee condition that limits standing for any length of time. I receive $240 monthly alimony which makes me ineligible or at the bottom of the list for such programs as CETA or vocational rehabilitation, etc. I've applied for lots of desk-type jobs, but have no experience whatever. I am sure my age is also against me. I am presently employed as a live-in housekeeper/babysitter for very little pay and very long hours, plus miserable living conditions. I need suggestions for more gainful employment so that I can afford to maintain my own apartment and be more productive and happier."

- "I am a 40 year old mother of two boys, ages 17 and 20, and my husband is divorcing me for another woman (which I am sick over). The problem is he would never let me work, and I've never held a job. I really need help."

"I Used to be a Displaced Homemaker . . ."

- "I was a widow and all my husband's insurance was gone. I had 12 years until his Social Security would start. I took a course at the community college to learn about different trades. Then I studied basic electronics and got placed in a company that pays me $5.50 an hour. Now they're training me to be a technician. The future looks a lot brighter than before."

- "After my husband died, I went to a Displaced Homemaker Center to figure out what I could do to earn money. They suggested that since I'd been cleaning house for 30 years, maybe I should start a cleaning service of my own. They helped me get into a program at the vocational school to learn about managing a small business, how to get financing, etc. I've got four people working for me this year and I'm prouder of this than anything I've done in my whole life."

- "I had a baby when I was in the 10th grade and dropped out of school. But I always found it easy helping my kids with math. In the process, I learned algebra and trigonometry with them. Now I'm majoring in data processing at the university."

- "Five years ago my husband and I came to the U.S. At home I used to do a lot of things, like helping out at the hospital and working with families with sick kids. One day my husband said "goodbye" and went back. I stayed, even though I was scared stiff. One of my neighbors made me go to an adult education class to improve my English. They told me about different kinds of health care jobs, since I liked that kind of work. Now I'm in a work-study program for inhalation therapy. When I finish, I'm pretty sure I'll have a job there."

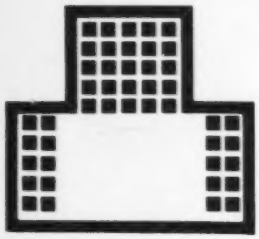
- "I applied to the voc-tech school after my divorce to get training for a job . . . any job. My son had gone there. I thought they were crazy when they said if I learned how to be a machinist, I'd have no trouble getting work. I was desperate enough since I was down to my last hundred dollars so I said O.K. I had no trouble keeping up with those 16 year old kids in class. I only answered about four ads before I got hired and I've already joined the union."

- "I got my degree in liberal arts 15 years ago. When I was divorced and needed a job, I went through a short career exploration program. My volunteer experience paid off. I'm now the executive director of our local Chamber of Commerce."

*Adapted from **Network News**, Displaced Homemakers Network, Inc.

Section 2

UNDERSTANDING THE LABOR MARKET



The displaced homemaker must understand what it takes to become a competitive job candidate. She needs timely information about today's labor market, including facts about women in the workforce, occupational fields with good job outlooks, what employers look for, and how the labor market is changing.

Counselors should help the displaced homemaker relate labor market realities to her present life and future plans. Counselors must keep abreast of local labor market developments and be able to share information in ways that make sense to the displaced homemaker.

ADDING UP THE FACTS

Economic prospects for displaced homemakers are bleak, as indicated by this brief summary.*

Displaced homemakers are far from affluent. Contrary to media images of rich widows and the plush lifestyles of divorced and single women, most displaced homemakers live in hardship. Funeral expenses, taxes, and inflation quickly erode savings or pension benefits. Many are left just enough money to disqualify them for food stamps; others must sell their homes. Less than 14% of divorced women are awarded alimony; fewer than 7% collect it regularly. Only about 21% receive child support, with payments averaging just over $200 per month. Annual incomes of families headed by displaced homemakers rarely exceed $5000. Survival above the poverty level depends entirely on the homemaker's ability to get a decent job.

Over half of all U.S. women between ages 40 and 64 are working or looking for work. The number of displaced homemakers in this group is growing rapidly due to escalating divorce rates and the fact that women outlive men. Households in which females are sole breadwinners have increased 10 times faster than two-adult households in the last decade.

In general, working women fare poorly. They average 60 cents for every dollar earned by men with comparable education. Few train to enter occupations where good earnings are possible. Most (80%) are concentrated in low-wage, dead-end jobs in light industry, clerical, or service fields. If limited to these narrow options, only a marginal future is in store for displaced homemakers who may have work-life expectancies of 25 years or more. Skilled trade and technical training will help maximize their chances for jobs and mobility.

Mid-life and older women face formidable barriers in today's job market. Wide unemployment, sex, age, and race bias, and employer preferences for prior paid work experience and/or recent educational credentials are factors that tend to exclude displaced homemakers.

Age and accumulated life experience are workplace assets that are generally disregarded. Years of home management and volunteer activities give many displaced homemakers skills and disciplines that can be built on. Performance studies show older workers learn new skills easily; many prove more productive than their younger counterparts. They demonstrate traits lacking in less mature workers—motivation, stability, loyalty—and show a lower overall incidence of accidents and absenteeism.

*Sources: U.S. Department of Labor, Bureau of Labor Statistics; National Displaced Homemakers Network, Inc.

FINDING OUT ABOUT THE LABOR MARKET IN YOUR AREA

To improve her economic prospects, the displaced homemaker needs information about **local** conditions that will broaden her occupational choices. Try to find out which skills are in greatest demand, how employers make hiring decisions, and where there are special opportunities that favor the entry of displaced homemakers.

Asking the "right questions"

Look for growing job fields and try to identify types of training that can help the displaced homemaker become competitive in these areas.

LABOR MARKET QUESTIONS

- What are current and projected regional and local employment outlooks? What new areas look especially promising?
- What's happening in occupational fields with good outlooks and good pay?

Job Profiles

— what are existing jobs, tasks, wage scales, training requirements, work environments, benefits?
— what future directions are evident? what new jobs will these create? what new skills will be required?

Applicant Profiles

— what basic skills do employers or unions look for? how are skills defined and verified? do employers credit life or volunteer experience? what is the minimum skill level acceptable for on-the-job training programs?
— where do new workers usually come from? vocational schools? union apprenticeship programs? employment services? employee referrals? newspaper ads? where and how do employers recruit?
— are special efforts underway to hire targeted population groups: older women; minorities; handicapped?

Worker Profiles

— what are typical mobility patterns in a company or industry? how do workers move across departments? move upward?
— what are typical characteristics of successful workers? is it possible to identify female and male role models who have advanced? what factors are related to success?
— what is the average worker age? is there a significant number of older workers? if so, in what jobs?
— is there a significant number of women workers? in traditional jobs? in nontraditional jobs ?

Opportunity Profiles

— are there special benefits that may attract displaced homemakers: affirmative action policies; health care; pension plans; stock options; savings funds; flexi-hours; shared jobs; on-the-job training or educational programs; tuition assistance; older workers associations?

Using many different information sources

Gathering up-to-date and reliable labor market data can be a formidable task. Consider these ways to tap existing sources and networks and become familiar with emerging trends in your area.

Start close to home by contacting the Chamber of Commerce and other business organizations or trade associations. Such groups often produce job surveys or employment forecasts documenting local industry growth.

Check with your state employment department for job bank listings, placement summaries, or information relating to opportunities for older workers.

Check newspapers for announcements of contract awards, ads seeking skilled or professional workers, and articles on affirmative action activities of local companies.

Ask your school job development and placement office for data on employers who have hired displaced homemakers or have been responsive to the potential of this population. Participate in any activities where you can observe a variety of work sites and talk to workers.

Ask your school administrators or advisory-board members to share labor market information to which they have access: government or industry publications; state education department sex-equity materials; reports from Comprehensive Employment and Training (CETA) Private Industry Councils (PICs); unions; state/governors' employment and training councils (SETCs, GETCs); legislative hearings. Ask for names of persons who could conduct workshops on job market trends for counseling staff.

Use official government publications in your own institution's career resource center, or in the public library: the **Dictionary of Occupational Titles, Occupational Outlook Handbook** and **Quarterly, Guide for Occupational Exploration, Monthly Labor Review,** etc. Make copies of relevant employment projections, descriptions of job tasks, wages, work settings, and training requirements by occupational category.

Contact the Superintendent of Documents, Government Printing Office, Washington, DC 20402, or your regional office of the Bureau of Labor Statistics (BLS) to order the above publications or be put on mailing lists for materials from the Women's Bureau, the Employment Training Administration (ETA), the Bureau of Apprenticeship and Training (BAT).

BLS REGIONAL OFFICES

- 450 Golden Gate Avenue
  Box 36017
  San Francisco, CA 94102
  Phone: (415) 556-4678
- 1603 JFK Building
  Government Center
  Boston, MA 02203
  Phone: (617) 223-6761
- 911 Walnut Street
  Kansas City, MO 64106
  Phone: (816) 374-2481
- 1515 Broadway, Suite 3400
  New York, NY 10036
  Phone: (212) 399-5405
- 555 Griffin Square Building, 2nd Floor
  Dallas, TX 75202
  Phone: (214) 749-3516
- 3535 Market Street
  P.O. Box 13309
  Philadelphia, PA 19101
  Phone: (215) 596-1154
- Federal Office Building, 9th Floor
  230 S. Dearborn Street
  Chicago, IL 60604
  Phone: (312) 353-1880
- 1371 Peachtree Street, N.E.
  Atlanta, GA 30309
  Phone: (404) 881-4418

Look for materials on women and work and employment problems of special populations. Build up your collection with clippings on displaced homemakers who have become productive employees, female participation in male-dominated occupations, experiences of older workers in good jobs.

WOMEN/SPECIAL POPULATIONS: SOME NATIONAL ORGANIZATIONS AND RESOURCES

- The Displaced Homemakers Network, Inc., 755 8th Street, N.W., Washington DC 20001, 202-347-0522 is a principal source of information on the economic status of displaced homemakers. **The Network News** and other materials provide up-to-date reports on labor market entry issues for this population.

- **The National Directory of Women's Employment Programs, Who They Are and What They Do** describes 140 organizations across the country actively involved in issues related to women and work. Write to Wider Opportunities for Women, Inc., 1511 K Street, N.W., Washington, D.C. 20005.

- National Urban League
  500 East 62nd Street
  New York, NY 10021

- Opportunities Industrialization Centers of America, Inc.
  100 West Coulter Street
  Philadelphia, PA 19144

- National Institute for Work and Learning
  National Commission on Working Women
  1211 Connecticut Avenue, N.W., Suite 400
  Washington, DC 20036

- Work in America Institute
  700 White Plains Road
  Scarsdale, N.Y. 10583

- Human Resources Development Institute AFL/CIO
  815 16th Street, N.W.
  Washington, DC 20036

- National Alliance of Businessmen (NAB)
  1730 K Street N.W., Suite 558
  Washington, DC 20006

- The Older Women's Educational Fund (OWLEF), 3800 Harrison Street, Oakland CA 94611, publishes a series of **Grey Papers: Issues For Action.** These and other resource materials including **How to Tame the CETA Beast, An Advocacy Manual for Older Women**, provide extensive background and information on the economic and employment problems of displaced homemakers.

- The first National Women's Network Directory, compiled by **Working Woman** magazine, identifies networks within companies, unions, and professions. Use the networks to find examples of women working in diverse occupations and local role models. Reprints available through **Working Woman**, 500 Madison Avenue, New York, N.Y. 10022.

- National Council on the Aging
  1828 L Street, N.W.
  Washington, DC 20036

- SER--Jobs for Progress, Inc.
  8585 Stemmons Fwy., Suite 401
  Dallas, TX 75247

- Recruitment & Training Program (RTP), Inc.
  148 International Boulevard, Suite 403
  Atlanta, GA 30303

- National Puerto Rican Forum, Inc.
  450 Park Avenue South
  New York, NY 10016

- National Association for the Advancement of Colored People (NAACP)
  1790 Broadway
  New York, NY 10019

- Americans for Indian Opportunity
  Plaza del Sol
  Suite 403
  Albuquerque NM 87102

FOCUSING ON LABOR MARKET OPPORTUNITIES

Your review of the local labor market will point up a number of employment options, many in jobs not typically held by women. Most displaced homemakers will be unaware of new trends and the extent to which attitudes are changing. Many view traditional female jobs as their only alternatives. They are likely to overlook nontraditional opportunities which offer significant salary and mobility advantages. Displaced homemakers need to understand the arguments for considering new white and blue collar career choices.

Breaking through stereotypes

Despite age, race, and sex discrimination in the world of work, some developments appear encouraging for older women. More and more women are moving into professional, managerial, and entrepreneurial job areas; some are entering trade and technical fields formerly dominated by male workers. For example, federal goals and timetables have been set for the participation of women in apprenticeship occupations and in construction . Information about these are available through your regional DOL, BAT, or Women's Bureau offices.

Rewarding jobs in "new" areas often are similar to more traditional, female-intensive jobs. For example, if a woman can be a typist, why not a technical equipment operator or data processor? If it's acceptable to be a school crossing guard, why not a flag person near a building renovation site? If as an administrative assistant she can manage an office, why not a business franchise? If she can do advertising layout or paste-up, why not drafting or architectural drawing?

Another way to think about options is to look more realistically at job satisfaction, work environments, wages and benefits. A tray of dishes carried by a waitress is as heavy as a toolbox carried by a typewriter repairperson. The factory worker and the machinist both experience noise and danger in the workplace. The janitor and the hotel maid work in similar settings at similar tasks. But there are significant differences. More often than not, the male-intensive job pays more, offers a chance to learn on the job while being paid, and to bid on other opportunities within the company.

The chart below presents a sample array of opportunities that displaced homemakers should know about. Be sure to look into those which are promising in your area.

OPPORTUNITIES TO CONSIDER	Traditional Women's Jobs	Some Nontraditional Possibilities
Professions and Business	Home economist Librarian Nurse Social worker Teacher Counselor	Doctor Dentist Engineer Accountant Scientist Business entrepreneur Architect Lawyer Manager
Technical Occupations	Health technician Dental technician X-ray technician	Draftsperson Engineering technician Technical instrument repairperson Electronics technician Technical representative Environmental technician
Sales	Retail store worker	Real estate broker Automobile sales worker Insurance agent and broker Manufacturers' sales worker Securities sales worker
Service/Support Occupations	Social service aide Teacher aide Librarian technician Optometric assistant Physical therapy assistant Waitress Beautician Hospital attendant Nurse's aide Household worker	Legal assistant Physician's assistant Architectural aide Mental health technician Urban planning technician Engineering aide Protective service worker (security, police, fire) Maintenance repairperson
Skilled Trades	Traditionally and statistically, few women in the field	Appliance service person Business machine repairperson Air-conditioning, refrigeration and heating mechanic Computer service technician Automobile mechanic Electrician

Relating labor market information to the displaced homemaker's needs

Consider where the displaced homemaker is starting from—financially, educationally, and personally. Labor market statistics will mean more to her if they are expressed in ways that address her most pressing concerns. These are likely to center on: earning power to support herself and her family; time and dollar investment required for training; a sense of satisfaction and achievement through work.

Use local information to develop simple charts illustrating how these factors relate to promising jobs or fields.

PRESENTING LABOR MARKET INFORMATION

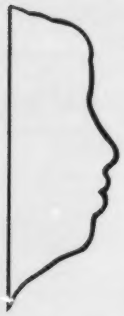
Promising Fields/Jobs*

Factors to Consider	Health						Insurance						Public Utilities						Durable Goods Manufacturing							Transportation				
	Home Health Aide	Assistant Technician	Dental Lab. Technician	Consumer Safety Officer	Electronic Technician		Secretary	Sales Representative	Claims Representative	Public Relations Writer	Driver		Engineering Aide	Display Technician	Instrument Technician	Market Administrator	Programmer		Computer Operator Trainee	Buyer	Drafting Technician	Technical Control Specialist	Milling Machine Operator	Electronic Assembly Inspector	Technical Writer		Cab Dispatcher	Maintenance Worker	Reservations Service Agent	Consumer Relations Specialist	
Salary Range (at entry)																														
Less than $10,000	•		•	•			•		•		•								•					•				•		
$10,000—15,000		•			•			•		•				•		•	•			•	•		•				•		•		
$15,000—20,000													•		•							•			•					•	
Education Required																														
High school diploma/GED	•						•				•		•	•					•				•				•	•			
Associate's degree/1-2 years training		•	•					•	•						•		•				•	•		•					•		
Bachelor's degree				•	•					•						•				•					•					•	
Personal Satisfaction in Working With:																														
People	•			•				•		•						•				•									•	•	
Things			•				•				•				•				•		•		•	•				•			
Data		•			•				•				•	•			•					•			•		•				

*Based on Boston, MA data

Make use of the labor market information you acquire. It should be a prominent part of the counseling process. Post information on bulletin boards, in corridors, in counseling offices, lunchrooms, libraries—anyplace where displaced homemakers are likely to see it and read it. Share the information with your colleagues and other service providers with whom you are in contact.

Section 3



DEVELOPING A PROFILE

The displaced homemaker must define herself in terms of "here and now," and gain insights into her labor market potential.

Counselors should help the displaced homemaker tell her story, express her ideas, opinions, and hopes in a way that will lead to productive next steps

TAKING STOCK

The pervasive effects of crisis and personal "failure" often obscure the displaced homemaker's view of her own assets. This underscores the need for several important couseling elements: a climate that will allow her to speak freely about herself; a structure that will permit relevant facts and associations to emerge; an approach that promotes awareness of opportunites for change.

The questions suggested on the following page may help you and the displaced homemaker develop some useful perspectives about her current status and future plans. In the experience of many programs, profile information can best be drawn out in a group of peers, or when at least one other displaced homemaker is present to serve as a catalyst. As will be evident throughout this manual, peer contact is a consistently important feature in working with displaced homemakers.

Looking at the whole picture

Since they are always intertwined, lifestyle, education, and work issues must be dealt with simultaneously in the counseling process. Some displaced homemakers will be able to move quickly from initial counseling contacts to educational enrollments or directly to jobs. Others may need considerable help with problem areas before training or employment can begin. In each instance, counseling should enable the displaced homemaker to affirm her personal strengths and values and undertake positive actions to achieve her goals.

GETTING TO KNOW THE DISPLACED HOMEMAKER

- **Expectations from counseling**
  - reasons for seeking counseling?
  - why counseling now rather than earlier?
  - view of where counseling will lead: to a career choice? to a job? to enrollment in training to upgrade skills? to enrollment in new training?

- **Demographics** (some relate to program eligibility for special populations)
  - age?
  - ethnic group?
  - race?
  - currently working part-time? if yes, at what job?
  - marital status: divorced; widowed; separated; never married?
  - how long ago did divorce occur, husband die, etc.?
  - children under age 18: if yes, ages of children?
  - other dependents?
  - income?

- **Career objectives and current priorities**
  - general ideas?
  - occupations being considered?
  - how/why these occupations were selected?
  - knowledge of outlooks, tasks, education/training requirements of these occupations?
  - ability to undertake education/training: must get a job immediately to survive? has some time but no resources to invest in training? has both time and resources for training?

- **Work and life experiences**
  - paid work experiences: job title? duties? type of industry? how long ago?
  - homemaking experiences?
  - volunteer experiences?
  - skills/competencies acquired in paid and non-paid work?
  - likes and dislikes in past work?
  - nature of problems, if any, in work?
  - any other special skills or talents?

- **Educational experiences**
  - highest grade completed and type of program at highest level: below 8th grade; high school (academic program, business, vocational-technical, General Educational Development (GED diploma); post-high school (associate degree, college degree, graduate degree) major or area of specialization? when?
  - self-assessed academic performance at highest level?
  - any other special training, courses, adult education programs?
  - problems or difficulties encountered in past education/training?
  - problems anticipated in planning future education/training?

- **Current family/personal situation**
  - problems, if any, in these areas: financial? health? physical handicaps? legal? child care? housing? transportation? responsibility for other?
  - difficulties with ex-spouse? battered wife? child abuse? physical or mental illness of children or parents? alcohol or drug dependence? prison record?
  - priorities for resolving problems: which ones can't wait? which can be tackled later?

Section 4

SKILLS:
ASSESSMENT, EXPLORATION, AND DEVELOPMENT THROUGH EDUCATION AND TRAINING

The displaced homemaker needs to assess and document the skills she has acquired through household, community, and work experiences. She also needs to engage in education and training which will help her build on existing skills, explore occupational alternatives, and develop new skills.

Counselors should focus on the explicit connections between skills and job tasks. Counselors should help the displaced homemaker select and use those learning resources that will get her into a good job as rapidly as possible.

MAKING AN INVENTORY OF LEARNING RESOURCES

Lifelong learning is a current trend which encourages adult participation in education or training and accommodates the needs of older students.

A solid information base showing the array of educational opportunities in your own institution and elsewhere in the community is indispensable. Displaced homemakers in your programs might help you develop an inventory as a work-study or volunteer project. Information sources in school and public libraries include state directories of schools and training institutions, school and college catalogs, and telephone directories. (Check the Yellow Pages under "School Information;" check the White Pages under federal, state or municipal listings relating to education or employment and training.)

It may be useful to organize inventory information according to the categories suggested on the following page. This checklist reflects educational concerns that are critical to displaced homemakers; it can also be used by the displaced homemaker as she investigates programs on her own.

EDUCATION AND TRAINING/AREAS TO CONSIDER

- **Name of Program/Course**
  - for example: electronics, college algebra, psychology, liberal arts and sciences, drafting, technical writing, etc.

- **Relationship of Educational Program to Job Market**
  - provides specific skill training in high-demand jobs
  - offers career exploration opportunities, short-term courses, brush-up courses, internships in business and industry
  - offers job-placement services: at graduation? for alumnae?

- **Educational Level**
  - Adult Basic Education (ABE)
  - High School Equivalency; General Educational Development (GED)
  - high school
  - post-secondary school
  - college level
  - graduate level

- **Educational Setting**
  - comprehensive high school
  - vocational/technical school
  - junior or community college
  - state or private college or university
  - satellite or branch centers of institutions
  - community-based agency
  - CETA or other government training program
  - private industry, government, companies, unions
  - armed forces

- **Program Delivery**
  - external degree study
  - correspondence study
  - self-paced instruction
  - computer-assisted instruction
  - peer teaching
  - modular programming
  - lectures
  - small study groups

- **Degrees, Diplomas, Certificates Granted**
  - diploma
  - associate's degree
  - master's degree
  - skilled trade certification, journeyman's license
  - competency certification
  - certificate of attendance

- **Institutional Accreditation**
  - accredited by a department of education agency or association
  - approved for veterans
  - licensed by the state

- **Admissions Requirements**
  - residence or income restrictions
  - age
  - education: high school diploma, GED, bachelor's, master's or Ph.D.
  - credit for life or volunteer experience

- **Calendar/Schedule**
  - day, evening, weekend programs
  - full-time, part-time
  - length of training

- **Costs**
  - tuition fees
  - test fees
  - books, materials, equipment

- **Financial Aid Opportunities**
  - local private or institutional scholarships, loans, stipends; commercial bank loans; National Student Direct Loans (NSDL), Basic Educational Opportunity Grants (BEOG); what aid is available to part-time students?
  - tuition reimbursement; how frequently paid?
  - work study or cooperative education programs; veteran's benefits

- **Other Support Services Available**
  - educational/vocational testing
  - child care
  - student health plan
  - counseling

SORTING OUT AND SELECTING LEARNING EXPERIENCES

Some displaced homemakers will have definite ideas about education or training; others may feel overwhelmed by too many choices. They will need guidance to think practically about course calendars, learning environments, tuition fees, etc., as well as the overall value of the program as a pathway to the labor market.

Displaced homemakers should be encouraged to view education as a tool for discovery—to reveal interests, competencies, and career goals that could not have been forecast earlier. Show the displaced homemaker how she can use educational resources for her own specific needs: credentialing; skill assessment; exploration; or training for a specific occupation. Help her put together a credible custom-tailored educational package at the least cost.

Documenting the displaced homemaker's assets

Anything that signals "accomplishment" to an educational institution or an employer will help the displaced homemaker move ahead. A variety of formal methods are available to assess and verify meaningful life and volunteer experiences. These will sometimes allow the displaced homemaker to by-pass admissions requirements and/or gain college credit, even without a high school diploma.

Keep in mind that verification will be an important ingredient in later job search activities. Not only will credentials "on paper" help the displaced homemaker gain a sense of personal achievement, but they will also enable personnel officers to take full account of her diverse qualifications, above and beyond recent educational preparation.

Contact any of these resources for further information on credentialing opportunities.

OBTAINING FORMAL CREDIT

- Project ACCESS
  Educational Testing Service
  Princeton, NJ 08541
  —provides materials to match experiential learning with the skills and knowledge needed to succeed in ten vocational education programs.

- CAEL
  Council for the Advancement of Experiential Learning
  American City Building, Suite 212
  Columbia, MD 21044
  Toll free 1-800-638-7813
  —provides a national directory of programs that assess and award college credit for learning acquired through non-college activities and external degree work

- CLEP: College Level Examination Program
  College Entrance Examination Board—Box 1821
  Princeton, NJ 08540
  —provides information on the GED test battery for high school equivalency.

- General Educational Development
  GED Testing Service
  1 DuPont Circle
  Washington, DC 20036
  —provides information on obtaining college credit

- National Center for Educational Brokering
  405 Oak Street
  Syracuse, NY 13203
  —publishes a **Bulletin** on educational advisement, assessment and advocacy for adults, and a **Directory of Educational and Career Information Services for Adults.**

Assessing skills

Because of her long absence form the workforce, the displaced homemaker may be unable to express her competencies in conventional job terms; she is also likely to minimize, forget, or conversely, exaggerate strengths or weaknesses that may be relevant. An important task is to help her formulate statements about herself that are pertinent to the workworld and can be used in developing a job resume.

Any assessment experience should prompt the displaced homemaker to say, "I never thought of it that way!" A technique to cast homemaking activities in a new light and relate household responsibilities to work vocabulary is illustrated in the following sample.

HOUSEHOLD RESPONSIBILITIES/WORK VOCABULARY*

- **Responsibility**
  - — I have taken responsibility in making family decisions
  - — I have taken full responsibility for the handling of financial matters.
  - — I have completed assigned home, community, professional business tasks within the necessary time limits.
  - — I have seen my projects through from beginning to end even though I may have felt bored or frustrated.
  - — I have gone beyond my own convenience to complete a job as promised.
  - — I have taken full responsibility for the satisfactory completion of some major repair or renovation
  - — I have volunteered to take a responsible role in community affairs.
- **Efficiency**
  - — I have established systems, either formal or informal, to handle daily work tasks.
  - — I have accomplished assigned tasks within appropriate limits.
  - — I have scheduled errands and arranged chores to avoid needless wastes.
  - — I have kept my appointments on time.
  - — I have managed budgets to meet family or community needs.
  - — I have organized other people's efforts for maximum effectiveness.
- **Flexibility**
  - — I have been able to adapt to unexpected guests for dinner or sudden changes in schedules.
  - — I have set aside my own plans when a member of my family needed me.
  - — I have changed direction on a project that I'd planned when a better idea was suggested.
  - — I have changed my opinion about something when a good argument was given.
  - — I have been comfortable with open-ended situations.
  - — I have been able to leave one task half-done when a more important one arrives.
  - — I have been able to adapt to changing styles and attitudes of these with whom I am closely associated.
- **Resourcefulness**
  - — I have improvised in emergency situations.
  - — I have been capable of obtaining information when necessary.
  - — I have found solutions to problems in the family or in the community.
  - — I have developed skills on my own.
  - — I have been able to ask for assistance or direction when necessary.
- **Cooperation**
  - — I have been able to accept another's decision even when it contradicts mine.
  - — I have worked with others in committee or group activities.
  - — I have been able to work for, or under the direction of someone else.
  - — I have accepted criticism of myself with thoughtful concern.
  - — I have successfully communicated my ideas to others.
  - — I have understood when to assert my opinion and when to hold back.
  - — I have made suggestions which others considered important or valuable.
  - — I have been able to work, when necessary, with persons I didn't like.
- **Judgement** (being objective, sensible)
  - — I have set appropriate work priorities at home.
  - — I have set work priorities on a community project.
  - — I have delegated work to others.
  - — I have kept confidences.
  - — I have argued or kept silent according to the needs of the moment.
  - — I have used discretion in long-range goals setting.
  - — I have evaluated my own work realistically.
  - — I have recognized what was easy and what was hard for me.
  - — I have understood work demands and assessed the feasibility of meeting them.

*Adapted from **New Beginnings,** A Manual for Facilitating Growth for Displaced Homemakers, Project PHASE, University of Arizona, Tucson AR 85719.

Many counselors find that assessment activities in groups work well; reinforcement and peer support occurs when displaced homemakers remind each other of homemaking and volunteer skills that they have in common. It is often easier to respond to direct questions posed by a peer or counselor than to rely only on personal recall.

Use assessment instruments—interest inventories, aptitude tests, values clarification exercises, etc.—that you consider reliable. It is possible that your institution has access to resources or specialists in this field. Most state employment departments offer free testing using the General Aptitude Test Battery (GATB) and other devices.

Information on the availability of new sex-fair tests and other assessment materials may be obtained through the National Institute of Education (NIE), U.S. Department of Education, Washington, DC 20208, and through the Women's Educational Equity Act Program (WEEAP) Dissemination Center, EDC, 55 Chapel Street, Newton, MA 02160.

Exploring

The displaced homemaker's knowledge of the world of work is probably fragmentary, at best. Many methods can be employed to help her sift through 20,000 currently existing job titles and acquire an understanding of how they can be classified by occupational clusters, by common educational requirements, by interest factors, or other categories.

Any exploratory experience that helps the displaced homemaker widen her occupational horizon and test her own mettle will make her a better labor market candidate. Reading print materials, exposures to new work or learning settings, interactions with teachers, students, supervisors, and workers, will enable her to participate more actively in the career planning process and to approach an eventual job more confidently.

Relating interests to jobs. Government publications such as the **Guide for Occupational Exploration** can help the displaced homemaker see how her own interests and preferences might fit into areas of work and particular jobs. For example, the following excerpt from the **Guide** identifies twelve basic interest factors. Within each field of interest many different jobs are specified and described in detail. This method of presentation can stimulate a broader awareness of career alternatives.

DEFINITIONS OF INTEREST FACTORS

1. **ARTISTIC:** Interest in creative expression of feelings or ideas.
2. **SCIENTIFIC:** Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
3. **PLANTS AND ANIMALS:** Interest in activities involving plants and animals, usually in an outdoor setting.
4. **PROTECTIVE:** Interest in the use of authority to protect people and property.
5. **MECHANICAL:** Interest in applying mechanical principles to practical situations, using machines, handtools, or techniques.
6. **INDUSTRIAL:** Interest in repetitive, concrete, organized activities in a factory setting.
7. **BUSINESS DETAIL:** Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.
8. **SELLING:** Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.
9. **ACCOMMODATING:** Interest in catering to the wishes of others, usually on a one-to-one basis.
10. **HUMANITARIAN:** Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
11. **LEADING-INFLUENCING:** Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.
12. **PHYSICAL PERFORMING:** Interest in physical acitivities performed before an audience.

Turning housework into paid work. Help the displaced homemaker explore different ways to make homemaking skills profitable in the world of work. This sample illustrates some possibilites.

HOUSEWORK/PAID WORK

At Home	In a Job. . . or a Business of Your Own
• **Hands-on activities/skills**	
—cooking	—chef. . .private catering
—driving	—route delivery driver, bus driver, taxi driver. . .school or handicapped transportation service
—decorating	—interior designer. . .party decoration service
—sewing	—retail fashion sales. . .custom dress shop
—indoor or outdoor gardening	—landscaper. . .greenhouse supplier, nursery grower
—caring for sick family members	—home health aide, health occupations. . .adult day care service, geriatric services
—caring for pets	—veterinarian's assistant, animal lab worker. . .pet care service for vacationing owners
—typing	—secretary...freelance typing services
—operating household equipment or using repair tools	—electrician. . .maintenance handyperson
• **Management activities/skills**	
—planning menus	—dietician. . .caterer
—purchasing goods and services	—office manager, stock supervisor. . . buyer
—fund-raising, organizing benefits, drives	—development officer. . .professional fund raiser
—household budgeting	—accountant, bookkeeper. . . bookkeeping services
—scheduling family appointments	—receptionist, dispatcher. . . conference or travel entertainment services
• **Interpersonal activities/skills**	
—writing personal letters, preparing newsletters for organizations	—writer, editor. . .free lance editing for industry or in-house publications
—teaching children to read, make things, play games	—teacher, child care worker. . .family day care in own home
—handling family problems, crises	—counselor, crisis interviewer, expediter. . . private counseling psychologist
—telephone campaigning for political/charitable causes	—sales representative. . .consumer collections business, survey research service

Doing is believing. While most displaced homemakers are highly motivated, some may be apprehensive about their ability to perform on the job. Educational or skill "requirements" may seem too forbidding when spelled out on the printed page or even described verbally in job counseling; discouragement may result as well as the premature elimination of options. Guided exploratory activities can help displaced homemakers test reality and gain confidence.

Hands-on opportunities and chances to see what really goes on at work or training sites can provide an invaluable frame of reference for the displaced homemaker who mistakenly equates her workworld inexperience with inadequacy. She cannot imagine what it is like to operate medical laboratory equipment, run a business machine, wield a screwdriver, or dispatch trucks from a warehouse until she tries out such tasks. Frequently she will find that she is more capable than she thought, and therefore closer to realizing her career goals.

When possible, counselors should help displaced homemakers find short-term, low-cost, pre-vocational "vestibule" training to allow hands-on exposure. Other experimental laboratory experiences of this nature might involve part-time internships in business or industry, shadowing prgrams or volunteer placements. Opportunities to talk with role models working in a variety of fields—even by telephone—will also enhance the displaced homemaker's sense of job realities. Use your labor market contacts to identify role models; invite them to workshops or group counseling sessions or arrange phone discussions or visits to their job sites.

Another benefit of exploration is that it can lead to entirely new career choices, unrelated to the displaced homemaker's former life. While upgrading past skills can be a "safe" ticket into the labor market, many displaced homemakers are ready to undertake bigger challenges and enter totally new job fields such as high technology where exciting opportunities (and high wages) beckon. This may be just the right moment for the displaced homemaker to bury the past and strike out in a bold and different direction.

One skill, many options. The displaced homemaker needs to get all the mileage she can out of her training investment. Encourage her to brush up on or acquire basic skills that are transferable to various occupations. For example, secretarial, accounting, and nursing skills are now widely marketable. Skills to use word processors and other electronic office equipment will increasingly be in demand in the near future.

The displaced homemaker should also understand that basic trade and technical skills will giver her additional labor market leverage. They can pave the way into fields where job openings are plentiful, will enable her to start on a higher rung of the job ladder in terms of earning power, and will help her move more easily across occupational boundaries. Opportunities to improve skills through on-the-job training programs are also significantly greater in trade and technical occupations.

The chart that follows illustrates how basic nontraditional skills can open doors and lead to a range of job options.

ONE SKILL, MANY OPTIONS/SOME EXAMPLES

With this basic skill	You can work in	You can also
Make electrical connections —splice cables —strip wires —solder circuits —connect plugs —install receptacles —repair switches —install fixtures —replace fuses —trace circuitry —install bell and alarm systems	**Telephone Crafts:** as a telephone installer (earn about $15,000) —connect telephones to outside service wires —service telephone cable terminals —install and service switchboards	—install mobile telephones in cars, boats —install intercom systems —work on data processing systems that involve telephone service
	Electricity: as a maintenance electrician (earn about $17,000) —install new lighting fixtures and electrical equipment —repair fuses and check electrical code requirements —replace wires, switches, wall receptacles	—repair traffic lights —install alarm systems in homes —work for electric power companies
	Appliance Repair: as a household appliance repairperson (earn about $15,000) —test equipment to locate electrical problems —replace wiring, heating elements, thermostats —rebuild used appliances	—do assembly work for appliance manufacturers —open your own repair shop —service customer's appliances for gas or electric company
Read and follow diagrams —blueprints —mechanical drawings —schematics —architectural plans/symbols —electrical circuitry —electronic circuitry —bar charts —graphs —wiring diagrams	**Electronics:** as an electronics technician (earn about $15,000) —assemble and repair electronic circuitry, components, and systems —inspect, test, and replace electronic parts —work with slides, blueprints, and electronic systems	—install and repair weather forecasting equipment —assemble and install electronic guidance systems for airplanes, aircrafts —test and repair electronic household appliances
	Drafting: as a draftsperson (earn about $15,000) —prepare drawings using compasses, triangles, T-squares, slide rules —calculate strength, quantity and costs of materials —design charts to show facts and figures	—draw architectural plans —draw diagrams for autobody design —prepare wiring diagrams for electrical installations
	Radio and TV Repair: as a service technician (earn about $16,000) —test circuitry systems —find and replace broken parts —find and solder loose connections	—install and repair car radios —install and repair radio and TV broadcasting and recording equipment —install and repair public address systems in hotels, hospitals, etc.

ONE SKILL, MANY OPTIONS/SOME EXAMPLES

With this basic skill	You can work in	You can also
Use math —add —subtract —multiply —divide —use fractions —use decimals —analyze statistics —read rulers —read gauges — read meters —estimate distance and height —estimate costs	**Transportation:** as a route truck driver (earn about ($16,000) —make out bills and keep track of payments —make deliveries to customers and take orders —re-stock and organize supplies	—do navigation work for airlines, ships, trains —drive taxis, buses, or other public transit vehicles —drive long-distance truck routes —do survey work for road, bridge, and tunnel projects
	Commissioned Sales: as a department store home appliance salesperson (earn about ($20,000) —make out salesslips and records —calculate commissions —keep track of stock and order new supplies	—sell medical equipment to hospitals —be a sales representative for business machine or computer firms —sell building supplies to retail hardware stores
	Environmental Sciences: as a wastewater treatment plant operator (earn about $20,000) —read meters and gauges —test water samples —keep plant records	—work for the water company —work for a government water pollution control agency —be a firefighter first-class who controls boiler operations
Use hand tools —hammers —mallets —saws —screwdrivers —knives —brushes —trowels —snakes —soldering irons —pipe threaders —plastering hawks —shears —wrenches —levels —chisels —planes —files —bits —pliers —rods —picks —shovels —wirecutters —staple guns —straight edges	**Computer Assembly/Repair:** as a computer service technician (earn about $16,000) —adjust, oil, and clean mechanical and electromechanical parts —use testing equipment to check for loose connections and circuits —solder, wire, drill, rivet parts to repair machines	—install new computer equipment —assist engineers in building experimental computer systems —work as a technical supervisor ("troubleshooter") to figure out what's wrong with computer systems
	Building Maintenance: as a maintenance supervisor (earn about $15,000) —supervise workers, order supplies, keep equipment operating —repair light switches, doors, locks, woodwork, walls, concrete walks, repair boilers, fans, plumbing fixtures	—work as a maintenance electrician —work as a carpenter on construction jobs —do maintenance work in schools, airports, and hospitals
	Painting and Paperhanging: as a painter (earn about $19,000) —apply paints and varnish using brushes, rollers, sprays —smooth surfaces using sandpaper, steel wool —measure and cut strips from wallpaper rolls, using paper knives, shears	—work as a paint spray inspector —operate a paint striping machine for the highway department —do touch-up work in the automobile industry

Training in schools or programs

Any learning experience can be considered job-related if it fills a gap in the displaced homemaker's educational background, helps her to update or acquire new skills for today's labor market, or provides opportunites to build confidence. Almost all jobs require basic competency in reading, writing, and communication, in addition to specific occupational skills. These can be developed in many different settings and via many different modes of program delivery.

Look over the complete roster of formal and informal training opportunities suggested by the inventory categories presented earlier in this section. Help the displaced homemaker figure out which ones will best meet her needs. Keep these underlying questions in mind.

- How does the course or program relate to the labor market? Will it help the displaced homemaker become occupationally competive?
- How does the course or program relate to the displaced homemaker's time and/or money constraints? Can she pay for tuition or can she obtain financial aid? Can she afford the educational time it requires before starting to earn an income?

Your state department of education should have up-to-date information on specific financial aid opportunities available to displaced homemakers who are full- or part-time students. In many states, Educational Opportunities Centers (EOCs) and Educational Information Centers (EICs also provide assistance to help adults identify education and training resources, obtain financial aid, and relate educational programs to work opportunites. For details, contact the U.S. Department of Education, Disadvantaged Student and Veteran Programs, Division of Higher and Continuing Education, 400 Maryland Avenue, Washington, DC 20202.

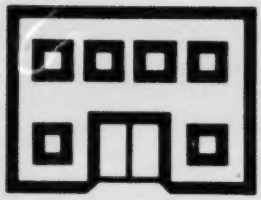
Training on the job

Be sure the displaced homemaker is aware of ways to learn and earn simultaneously. These might include internships, cooperative education, work study, or other similar programs. The displaced homemaker whose need for more substantial income is immediate can also skip or postpone formal education and try directly for an entry-level job. Encourage her to focus her job search on companies or unions that provide educational support. This can take the form of apprenticeships or company paid training that accompanies promotions or job changes. Employers may offer tuition reimbursement or tuition advancement plans; unions may integrate education benefits into their collective bargaining agreements.

For more information about specific opportunities to increase the participation of workers in education and training, contact the National Institute for Work and Learning, National Commission on Working Women, 1211 Connecticut Avenue, NW, Suite 400, Washington, DC 20036.

Section 5

PROBLEMS:
IDENTIFICATION AND SOLUTIONS THROUGH SUPPORTIVE SERVICES



The displaced homemaker may need to resolve personal or practical problems in order to participate fully in training and employment. She should have information about the availability of supportive services in your institution and in the community, as well as assistance in gaining access to them.

Counselors should be aware of typical problems displaced homemakers face, ways to address them, and effective procedures for referring displaced homemakers to outside supportive services.

SORTING OUT PROBLEMS

Experience indicates that career and personal counseling usually go hand-in-hand in helping displaced homemakers make an effective transition from home to the labor market. By definition, 'displacement' produces an aftermath of economic, social, or psychological adjustments that may be difficult for displaced homemakers to manage. In some cases, problems will be obvious immediately and can be dealt with directly. In others, impediments to education or work may not be apparent and may require some probing. For example, it is important to know whether or not the displaced homemaker has a car before making plans that depend on it; or, whether she needs eyeglasses to do school work.

A useful counseling approach is to try to identify major obstacles that might interfere with choosing a career goal, training for, or obtaining a job. Then, establish priorities in terms of what "hurts" the most right now. A variety of interventions may be initiated once specific problem areas are isolated; these can proceed along with the search for education or a job.

Developing a new self-image

Accustomed for years to her role as wife, mother, daughter, the displaced homemaker may need to build an identity of her own. Your encouragement and the support of others in similar circumstances will be vital to help her think of herself as an independent, capable individual who can express her own preferences and act assertively on her own behalf.

Stress associated with loss, rejection, single living, or financial insecurity may temporarily block the ability of some displaced homemakers to "start over." Special counseling may be needed to help restructure expectations, deal with prejudice or discrimination, strengthen coping skills, and develop confidence to make and carry out career plans.

Attending to health and mental health problems

Job readiness involves feeling good and looking good. Symptoms of physical strain, alcohol or drug problems, the after-effects of domestic violence are medical or emotional realities that some displaced homemakers may need to address. Appropriate health services will be called for, including general medical and dental checkups and treatment. Help may also be required in financing medical services since many displaced homemakers lose health insurance benefits when marriages dissolve or husbands die. Opportunities to keep fit and make improvements in grooming or appearance are other aspects of general health care that may also be important.

Working out responsibilities for and to others

Full-time vocational training or employment may be hard for some displaced homemakers to schedule; assistance may be needed to arrange reliable care for young children still at home, after-school supervision for teenagers, or care for elderly parents or relatives who require attention. Alleviating these worries will enhance the displaced homemaker's ability to concentrate on school courses or job tasks.

The displaced homemaker may face subtle or overt pressures from neighbors, friends, or family members who make her feel that her new lifestyle or job-related activities are "unacceptable." She may need help to deal objectively with criticism from people whose opinions she has previously valued, particularly if she chooses to enter a nontraditional occupational field. She may also need help in finding a new network for support.

Dealing with survival issues

Beyond questions of self and concern for others, displaced homemakers often must straighten out situations that affect day-to-day living. These are some that surface most frequently.

Money. The most pressing problems usually revolve around finances. Making ends meet takes precedence over everything else. Displaced homemakers may need help in determing eligibility for government assistance, budgeting money, and/or finding ways to obtain or supplement income to make job training possible. Suggestions about food co-ops, thrift shops or other consumer buying tips may be helpful.

Credit. As an economic dependent of her former spouse, it is unlikely that the displaced homemaker has a personal credit rating. However, she may need to borrow money to pay tuition bills. Laws prevent banks and institutions from denying credit to women, but the loan application process can be intimidating. The displaced homemaker may need information about her rights to credit and help in negotiating a loan. Getting a job may be the only way to establish a preliminary credit line.

Legal. Legal questions surrounding the death, divorce, or separation of a spouse (wills, property settlements, insurance, pensions, mortgages, custody of children) may still be pending for some displaced homemakers. A plan to undertake career training may be contingent on court action. These issues may involve assistance in securing affordable legal services.

Housing. Many displaced homemakers must weigh the cost and/or wisdom of maintaining previous housing arrangements. Help may be needed in sorting out the factors and alternative solutions (apartment versus house, proximity to training or job site, assets of shared living groups). Assistance may also be required to find new housing, deal with landlords, repair substandard conditions.

Transportation/Mobility. Access to transportation is vital. Lack of it can severely limit the displaced homemaker's school and work opportunities and may cut her off from contacts with support groups. A range of solutions is possible. Using a car is one that may require help in obtaining a driver's license, getting an auto loan, making a purchase that conforms to consumer guidelines. Car ownership and upkeep may involve further assistance. Figuring out the best use of public transit will involve obtaining information about routes and schedules.

Mobility in general is an issue that displaced homemakers should consider carefully. Would it make sense to move to another location to take advantage of better training or job opportunities, more diverse community services? Will relocating increase the displaced homemaker's chances of becoming economically independent sooner? Or, on balance, will moving affect important ties to family and friends?

SOLVING PROBLEMS

The counseling process will involve linking the displaced homemaker with opportunities and resources to solve problems. Displaced homemaker centers can help you plan and reach out to appropriate services. Regional representatives and field specialists of the Displaced Homemakers Network, Inc., as well as a state-by-state listing of sex equity coordinators, displaced homemaker programs, and contact persons are included in the Appendix.

INFORMATION ABOUT DISPLACED HOMEMAKER ISSUES AND PROGRAMS

The Displaced Homemakers Network, Inc., 755 8th Street N.W., Washington, DC 20001, 202-347-0522, can provide assistance and materials on legislation and new initiatives for displaced homemakers. Their publications include The Network News, a bimonthly newsletter and Program Options, a basic program planning guide.

- The first and second displaced homemaker programs in the country demonstrate the many ways displaced homemakers can receive information, participate in peer counseling activities, become involved in service delivery, explore traditional and nontraditional occupations, and acquire skills for seeking and obtaining good jobs or establishing their own businesses. For information on the innovative approaches of these centers to program design, contact:
  - — Displaced Homemaker Center Inc., Mills College, P.O. Box 9996, Oakland, CA 94613
  - — Baltimore New Directions for Women Inc., Center for Displaced Homemakers, 2435 Maryland Avenue, Baltimore, MD 21218

  or
  - — Maryland Displaced Homemakers Project, 2517 North Charles Street, Baltimore, MD 21218
- **Displaced Homemakers: Organizing for a New Life**, by Laurie Shields, explains the displaced homemakers' movement and highlights promising developments that can help this population. A paperback edition will be published by McGraw Hill in October 1980.
- **Life After Youth, Female, Forty—What Next?** by Ruth Harriet Jacobs, published by Beacon Press, presents a frank assessment of the position of older women in American Society and offers ideas for broadening their options.
- The Older Women's Educational Fund (OWLEF), 3800 Harrison Street, Oakland CA 94611, publishes a series of **Grey Papers: Issues For Action.** These and other resource materials including **How to Tame the CETA Beast, An Advocacy Manual for Older Women**, provide extensive background and information on the economic and employment problems of displaced homemakers.
- **The Displaced Homemaker: A State-of-the-Art Review**, developed by Project Second Look, includes a comprehensive bibliography relating to displaced homemaker issues. This publication is available from the Wellesley College Center for Research on Women, 828 Washington Street, Wellesly, MA 02180.
- **Women in Mid-life—Security and Fulfillment, A Compendium of Papers** and **National Policy Proposals Affecting Mid-life Women** document 1979 testimony before the House of Representatives Select Committee on Aging. They cover issues and legislation relevant to displaced homemakers. Write for Pub. Nos. 95-170, 95-171, and 96-195, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
- **Cinderella Minus the Prince**, a simulation game developed by Project PHASE, University of Arizona, can be used as a staff development tool to heighten awareness of the needs and concerns of displaced homemakers. Contact Project PHASE, 1717 East Speedway, Suite 3212, Tucson, AR 85719.

Support activites in your own setting

You may wish to develop supportive programs for displaced homemakers in your own institution. The advantage of on-site activities of this nature is that displaced homemakers can participate during or after the school day and will not have to incur travel costs. In addition, counseling or group interactions can draw more directly on training experiences.

Individual counseling. Many techniques can help displaced homemakers build self-esteem, mobilize strengths, and develop confidence to move ahead. You may find it helpful to consult the regional representative of the Displaced Homemakers Network, Inc. to identify methods that work well or are particularly adaptable to your setting.

Counseling "contracts" are popular. Together, the counselor and displaced homemaker plan limited tasks she can accomplish within a short period. They assess a log of her progress and develop new plans accordingly. Meeting small challenges successfully provides incentive to undertake larger ones.

Peer counseling on a one-to-one basis is also effective. Again, the regional Network representative can help identify local displaced homemakers to work with your program participants or sit in on counseling sessions at your discretion.

Peer group support and counseling. Group activities are prominent in most displaced homemaker programs. Many focus on personal topics such as self-concept, skill and interest assessment, assertiveness training, physical fitness, test-taking techniques, stress, time, and money management. Others may deal with job readiness issues, usually in the form of short workshops on interview strategies, resume writing, job search techniques. (These will be discussed in a later section.)

Objectives and formats of group sessions vary widely. They include brown bag lunches, drop-in meetings, coffee hours, rap sessions, role-play activities. All can promote interpersonal and communications skills needed in jobs. Both formal and informal group interactions provide a low-risk environment in which displaced homemakers can test themselves and receive constructive feedback.

Group counseling offers opportunities to share feelings and life histories, to take "comfort and courage" from others in the same boat and others who have made it. The presence of role models—displaced homemakers who have finished training and found a good job—can often be crucial. Ask the Displaced Homemakers Network representative for the names of women in the community who might be group leaders or participants. Displaced homemakers who have completed your own institution's programs can also serve in these ways.

Reaching out for assistance

The full range of supportive services required by displaced homemakers may not be available in your institution, but may exist in community-based agencies, including displaced homemaker centers.

Locating community services. An ongoing inventory of reliable outside services is essential to back-up your own support programs. Helpful information on relevant coummunity agencies, will include services offered, eligibility requirements, fees, and liaison personnel. Consider asking displaced homemakers in your programs to help collect the data as part of a volunteer or work study project.

Inventory forms, similar to the example below, can be assembled in a loose-leaf notebook for easy updating.

INVENTORY FORM/SUPPORTIVE SERVICES

Name of Agency: _____
Address: _____
Telephone: _____
Contact Person: _____
Telephone: _____
General Information/Services: _____
Eligibility Requirements: (Specify): _____
—Age _____
—Sex _____
—Residence _____
—Income _____
—Employment status _____
—Educational affiliation _____
—Other _____
Fees: _____
Hours available: _____
Other information: _____
Date Information Collected _____

Before you begin a survey, look for listings and catalogues in your own institution. Also, look for regional, state, or city human service directories compiled by the Displaced Homemaker Network, United Way, community multi-service centers, CETA, or others that may be available in your public library. Don't overlook the telephone directory. (Check "Social Service Organizations" in the Yellow Pages and federal, state, or municipal government departments relating to human services in the White Pages.) Your inventory might group supportive service agencies by categories relating to displaced homemaker needs, as suggested by this example.

AREAS OF CONCERN/SOURCES FOR HELP

- **Aging**
  - —Association of Older Americans
  - —Administration on Aging (HEW Regional Offices)
  - —Local Councils, Commissions on Aging, Elderly Affairs
  - —Senior shuttle; special transportation rates for elderly
  - —Gray Panthers, legislative lobby groups

- **Community Advocacy**
  - —Women's centers, widow to widow programs
  - —Commissions on the Status of Women
  - —Religious organizations
  - —Neighborhood safety groups
  - —Energy conservation and energy audit agencies
  - —Human services agencies
  - —Community development corporations
  - —Anti-poverty agencies
  - —Ethnic advocacy groups
  - —Tenants rights organizations
  - —Housing authorities, rent control authorities
  - —Housing improvement agencies
  - —Emergency shelters
  - —Cooperative gardens

- **Consumer Advocacy**
  - —Consumer protection offices
  - —Public interest research groups
  - —Consumer product safety commissions
  - —Better business bureaus

- **Health**
  - —Health maintenance organizations
  - —Neighborhood health centers, home care services
  - —Women's health centers/clinics
  - —Cancer information centers
  - —Department of Public Health
  - —Alcohol, drug, lead poisoning hotlines, services
  - —Death and dying support groups
  - —Health care consumer groups
  - —Public health associations
  - —Community mental health groups
  - —Hospital outpatient clinics

- **Legal**
  - —Legal Aid
  - —Neighborhood law clinics
  - —Lawyer's referral services, bar associations
  - —Commissions against discrimination
  - —Mental health legal advisory committee
  - —Legal services for abused women

- **Financial Assistance**
  - —Aid to families with dependent children(AFDC)
  - —Emergency Assistance
  - —Food Stamps
  - —General Relief
  - —Medicaid
  - —Supplemental Security Income
  - —Social Security Administration
  - —Private charities

- **Work**
  - —State employment departments/unemployment insurance offices
  - —Departments of vocational rehabilitation
  - —Neighborhood employment centers
  - —CETA programs
  - —Labor unions, organizations
  - —Labor relations commissions
  - —Equal Employment Opportunity Commission (EEOC)
  - —Office of Federal Contract Compliance (OFCC)
  - —Occupational health and safety agencies
  - —Pension plan groups
  - —Volunteer opportunity clearinghouses
  - —Employment agencies

- **Child and Adult Care**
  - —Departments of human/social services
  - —Special needs children programs
  - —Adolescent counseling
  - —Child abuse hotlines
  - —Single parent support groups
  - —Divorced parent support services
  - —Homemaker/health aide services

- **Special Population Needs**
  - —Services for minorities, women, handicapped, non-English speaking, veterans, elderly, rural residents, men

Making referrals and acting as a broker. One of the most important aspects of the counseling task is brokering—matching client needs with appropriate service resources. Link with liaison people who are responsive to displaced homemaker issues and to your interest in helping the client become employable. It is important that your agency contact be realistic and committed to helping the displaced homemaker break through barriers and solve problems.

If you are unsure about a new referral source, or have doubts about an old one, check it out yourself before sending a displaced homemaker. As you know, staff, funding, operating procedures can change quickly in human services.

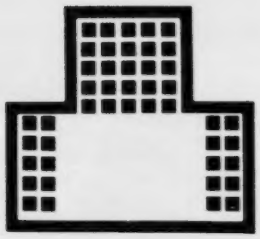
Avoid stereotyping agencies in advance; you may discover allies in unexpected places. In making referrals, an exchange of printed materials may be helpful to give the agency a clear picture of your activities and programs and to give you a clear picture of their services.

After paving the way, counselors should let the displaced homemaker take the lead as soon as possible. Encourage her to exercise judgement about the suitability of service agencies or programs. Give her a copy of your inventory form or a similar checklist. She can use it to compare eligility requirements, fees, schedules, etc., and to explore for herself the range of community services available. Offer to intervene if a problem emerges.

Keep track of what happens by following up on selected referrals. Talk to both the displaced homemaker and the agency about the experience. Did she get fair treatment? Did the displaced homemaker fulfill her responsibilities? Revise your evaluations of referral sources as you continue to work with displaced homemakers and service providers. Follow up will do much to promote more effective collaboration among schools and community agencies.

Section 6

JOBS:
SEARCH, DEVELOPMENT, AND PLACEMENT



Placement in a good job or the launching of a new business enterprise will be the displaced homemaker's most important index of success. To achieve this, she must be able to identify and pursue job or business opportunities and competent in presenting her qualifications effectively to employers or funding sources.

Counselors should provide ways for the displaced homemaker to acquire the confidence and skills needed for the job search. Because the labor market is often unreceptive to displaced homemakers, counselors should also engage in job development to help generate employment opportunities.

DEVELOPING JOB SEARCH SKILLS

The job search can begin whenever the displaced homemaker feels her skills are sufficiently competitive or at any point in her education and training. It should never wait until a program is over. A useful starting point is the information in Section 1 of this manual; reviewing the "right questions" about promising job areas, for example, can help the displaced homemaker respond more selectively to employment ads and organize a job-finding approach that will highlight her most marketable features.

Many different techniques and materials are available to help the displaced homemaker project confidence and poise, write an impressive resume, and fill out a job application form. Small group workshops, peer testing, role play exercises, etc., have been mentioned. Opportunites to participate in mock interviews with a real personnel officer at the job site can also be valuable. Consider asking local employers and/or work supervisors to cooperate in such projects. Some guidelines for any job readiness activities you choose are suggested here.

PRACTICE TASKS FOR JOB CANDIDATES

- **To plan for and engage in job search activities**

—describe the steps in the job search process
—describe personal characteristics,experiences, and qualifications in the following formats: a skill-based resume; a letter of application; a standard application form; a personal data sheet; a financial statement for small business applications
—describe the major sources of job-finding assistance
—contact two or more sources of job-finding assistance to learn about available jobs, register for employment, or apply for a job
—complete and maintain a personal log of job search activities and results

- **To present themselves positively in employment interviews**

—know what to expect in a typical interview
—respond effectively to questions concerning job objectives, work history, personal life, and education
—identify a variety of verbal and nonverbal behaviors that are usually perceived as negative by interviewers
—demonstrate an effective alternative to the negative behaviors
—identify, describe, and demonstrate a variety of verbal and nonverbal behaviors that are usually perceived as positive by interviewers
—complete simulated employment interviews and receive feedback from others
—meet with interviewers from area businesses in mock interview situations

DEVELOPING JOB LEADS

Counselors can reach out to many different sources to open up job avenues for displaced homemakers. Consider these suggestions.

Displaced homemakers can track down employment possibilities on their own. Help them learn how to analyze newspaper ads and pick up employment information from neighbors and friends or others in peer support groups.

Talk with people in your own setting. Job placement or development staff should be up-to-date on companies and firms that are hiring locally. Counseling supervisors, school or agency department heads, administrators, directors, and others are likely to be engaged in community activities which provide opportunities to link with employers. Ask them to identify contacts or help put you in touch with good prospects.

Your institution or program advisory board may include employers or people with direct business or industry connections. If you don't have a formal advisory panel, consider organizing an informal group of sponsors willing to work with you on leads to employment for your displaced homemaker graduates. Members of this group might represent private sector employers, CETA private industry councils (PIC), private and public secondary and post secondary institutions, umbrella organizations (National Alliance of Businessmen, Chamber of Commerce), women's and minority groups, and public sector employers who hire directly or through Civil Service.

Agencies serving special population groups are another source of employment ideas; these include public and private employment agencies, state employment departments,unions, apprenticeship information centers, and affirmative action committees. However, when jobs are scarce, your interests may compete. Asking for their help means you must also be willing to share job leads with their clients.

Meet with staffs of government agencies, such as the Commission Against Discrimination, Office of Aging, Office of Contract Compliance. They can identify companies in your area who are in non-compliance as well as those with good affirmative action track records. These agencies can often make public information available to you about big new projects or government contracts awarded to firms or institutions within your area. They can also help you get on the mailing lists of unions and employers who send out periodic job notices or open up apprenticeship slots.

Don't overlook your own colleagues and friends, as well as other community contacts you have though businesses you patronize or professional service providers you know. They can help you tap into additional job networks.

Develop your own employer listings. Even without "inside" tips, counselors can develop job information banks by contacting employers directly. Such projects might also be assigned to other school or agency staff members, if personnel is available. Organize a list of employers and unions by categories such as occupational field, size, downtown or suburban location, etc. Be sure to give priority to companies in high-demand occupational areas. You might start by limiting your list to the largest local companies (employing 50 or more workers); names can be obtained from the Chamber of Commerce, or by looking through the telephone directory Yellow Pages. You might also contact local trade and technical associations for names of member firms.

Monitor the classified ad sections of daily and Sunday newspapers to check not only on job openings bu also on unadvertised possibilities. For example, companies seeking large numbers of scientific or professional staff may also need additional technical and support workers at lower job levels.

Once you have established a list of companies that might potentially hire qualified displaced homemakers, set priorities for contact. Decide which ones should receive printed information about your programs, which you should visit personally, and which you might invite to send representatives to talk with your students and staff.

Don't minimize the importance of even brief telephone exchanges in creating job opportunities. In general, try for the broadest possible coverage to spread your message. For example, consider asking industry associations or large corporate employers to allow you to speak at regional meetings; or, to publicize your job placement efforts in bulletins or newsletters reaching a wide membership or various company branches.

Sharing job leads with the displaced homemaker

Use a simple form to gather and display job opportunity information, including particular requirements which may rule out certain applicants. This might serve as a model.

JOB OPPORTUNITY LISTING

- Job title (and reference number in a large company)
- Name, address, and telephone number of contact person for the job
- Brief job description (what will actually be done on the job, where other information, brochures, etc., may be available)
- Qualifications (education, work experience, special skills; number of openings)
- Salary (entry wage and maximum wage if applicable)
- Benefits
- Hours of work (including specific shift hours, if applicable)
- Special requirements or features (union membership; must bring own tools; security clearance required; willingness to work as a subcontractor; commission paid in addition to salary)
- Deadline for application (where necessary procedures and forms are available)
- Possibilities for advancement
- Other information (how many applicants employer is willing to interview, etc.)

PLACING THE DISPLACED HOMEMAKER

Effective job development and placement involves a range of skills, especially persuasion and advocacy. Counselors who have been successful suggest the following.

Know the facts about the displaced homemaker. Stress her productivity and other qualities desired in the workplace. Be prepared to correct misinformation and misconceptions voiced by employers. They often believe myths about women workers, or about displaced homemakers, based on limited or no personal knowledge. Avoid emotional arguments which tend to be counter-productive. Factual information generally wins respect.

Learn the facts about the employer, preferably before the phone contact, and certainly before a meeting is scheduled. Ask the employer for printed information about the company, its policies, products, etc.

Promote the displaced homemaker's assets as a employee. Be positive about the skills and traits she can bring to a job, but don't oversell; this might jeopardize future placements. Don't undersell either; if your statements are too qualified, doors may never be opened. A candid approach that takes into account the employer's needs will help build credibility and produce a favorable response. A series of polite, persistent phone calls from you or the displaced homemaker applicant may be in order.

Make specific introductions. Speak with the employer in advance, emphasizing the strengths of a recommended candidate (or candidates). Or, write or call to say one or several displaced homemakers from your program are interested in jobs that have been advertised and will call to schedule interviews. Have displaced homemaker applicants take printed information to their interviews to verify the school or program's legitimacy.

Follow up. After an interview, ask the displaced homemaker to call you to describe what happened. Discussions about the interview with her and with the employer will be a useful learning experience and can help avoid future problems. When the displaced homemaker encounters difficulties—is offered a lower wage than advertised, feels a victim of discrimination because of age, sex, or race—the counselor's inquiry can itself be an important deterrent to current and future inequities in employment.

Once placed, the displaced homemaker is likely to encounter new challenges on the job. Encourage her to contact you, and link her with other former displaced homemakers participating in your peer support groups. Such connections can be a continuing source of reinforcement as well as new job opportunities.

If possible, develop simple formats to help you stay in touch by telephone or mail with graduates of your programs. This type of questionnaire can provide quick data on the displaced homemaker's training, work, and personal experience.

FOLLOW-UP QUESTIONS

- **About work**

—**Got a job:** in what occupation? major job tasks? wages/salary? positive/negative features of the job?

—**Still looking for a job:** type of job desired? problems in the job search?

—**Had a job, but left:** what type of job? reasons for leaving?

- **About education and training**

—**Graduated:** from what institution/school? what courses/program?

—**Currently enrolled:** at what institution/school? in what courses/programs? expected completion date? full-time or part-time? receiving financial aid? expected completion date?

—**Accepted for enrollment:** starting date?

—**Applied, awaiting acceptance:** any problems anticipated?

—**Enrolled, but dropped out:** reasons why?

- **About personal issues**

—**Decided not to pursue education/training or a job:** reasons why?

—**Working to solve personal problems:** which problems? how?

- **About the future**

—**Education or work plans:** goals? steps to achieve them?

Documentation of individual achievements will establish useful precedents and may help other displaced homemakers find inspiration as well as short cuts to the labor market. Your activities on behalf of this population will strengthen the national effort now underway to bring displaced homemakers in all parts of the country into the economic mainstream.

APPENDIX: DISPLACED HOMEMAKER PROGRAMS

The first part of this Appendix lists regional representatives and field specialists of the Displaced Homemakers Network, Inc.

The second part lists, by state, sex equity coordinators (SEC) and programs for displaced homemakers. The list was compiled from a variety of information sources contacted through March, 1980.

Programs and services for displaced homemakers change over time; people move and take ideas with them to new locations. Where effective programs have existed ideas take root and are implemented by others. If the persons identified below are no longer available when you call for information, ask for names of personnel currently working with displaced homemakers. Use these listings to generate new contacts and ideas on behalf of this population.

Network Regional Representatives

Region I:
Gloria Bernheim, c/o Boston YWCA, 140 Clarendon St., Boston, MA 02116, (617) 536-7940.

Region II:
Florence Leon, Volunteer Bureau of Bergen County, 389 Main St., Hackensack, NJ 07601, (201)489-9454

Region III:
Juanita Dutton, P.O. Box 354, Mendenhall, PA 19357

Region IV:
Beatrice Ettinger, Director, Center for Continuing Education, Valencia Community College, P.O. Box 3028, Orlando, FL 32802, (305) 843-4260

Region V:
Ruth Fossedal, Women's Developmentt Center, Waukesha County Technical Institute, 800 Main St., Pewaukee, WI 53072, (414) 548—5400

Region VI:
Jan P. Ortego, Supervisor, Displaced Homemaker Services, P.O. Box 44064, Baton Rouge, LA 70864, (504) 342-3450

Region VII:
Shirley Sandage, Director, The Door Opener, 215 N. Federal Ave., Mason City, IA 50401, (515) 424-9071

Region VIII:
Jerri Brown, Phoenix Institute, 383 South 600 East, Salt Lake City, UT 84102, (801) 532-5080

Region IX:
Joan Suter, Director, Displaced Homemakers Center, Career Planning Center, 2260 W. Washington Blvd., Los Angeles, CA 90018, (213) 735-1325,

Region X:
Barbara Crawford, Region X Displaced Homemaker Network, P.O. Box 2386, Seattle, WA 98111, (206) 325-3725

Network Field Specialists and The Regions They Serve

Gloria Bernheim, Field Specialist, Displaced Homemakers Network, Inc., c/o Boston YWCA, 140 Clarendon St., Boston, MA 02116, (617) 536-7940, Regions: I, II, III, and V.

Priscilla Scanlon, Field Specialist, Displaced Homemakers Network, Inc., c/o Crowley's Ridge Development Council, P.O. Box 1497, Jonesboro, AR 72401, (501) 932-1086, Regions: IV, VI, and VII

Charlotte Stewart, Field Specialist, Displaced Homemakers Network, Inc., c/o Arizona Action for Displaced Homemakers, 607 N. Third Ave., Phoenix, AZ 85003, (602) 252-0918, Regions: VIII, IX, X and N.M.

ALABAMA
SEC: Ann Turnham Smith, State Office Bldg., Vocational Div., Rm. 815 **Montgomery** AL 36130, 205-832-5776
Career Mobility Program for Women, Auburn University, **Auburn** AL 36830, 205-826-5982. Nancy Loposer
DH Project, Women's Center, Enterprise State Jr. College, **Enterprise** AL 36330, 205-347-2623. Linda Wilson

ALASKA
SEC: Glenn Erickson, Dept. of Education, Alaska Office Bldg., Pouch F, **Juneau** AK 99811, 907-465-2985
Alaska Pacific University, 1322 Gothard St., **Anchorage** AK 99503. Shirley Paulini
DH Project, Alaska Women's Resource Center, P.O. Box 188, **Anchorage** AK 99510, 907-278-9047. Sharon White
DH Program of Fairbanks, Regional Adult Learning Center, P.O. Box 74278, **Fairbanks** AK 99707, 907-456-8473. Gene Kingrea
Inner Dimensions, SE Regional Resource Center, 538 Willoughby Ave., **Juneau** AK 99801, 907-586-6806. Wyla Coughlin

ARIZONA
SEC: Deborah Dillon, AZ Dept. of Education, Vocational Education Div., 1535 W. Jefferson St., **Phoenix** AZ 85007, 602-255-5357
Central Arizona College, Signal Peak Campus, Woodruff at Overfield, **Coolidge** AZ 85228. Marcanna Shinkle
Arizona Action for DH, Inc., 607 N. 3rd Ave., **Phoenix** AZ 95003, 602-252-0918. Joann Phalen.
Rio Salado College, 2010 S. 24th St., **Phoenix** AZ 85034. Lupe Carbajal
Project PHASE, University of Arizona, 1717 E. Speedway, Rm. 3212, **Tucson** AZ 85719, 602-626-3902. Lynn O'Hern-Williams
Women in Transition, Arizona Western College, 2098 Third Ave., **Yuma** AZ 85364

ARKANSAS
SEC: Linda Beene, Vocational Education Equity Program, 1515 W. Seventh, Suite 2?0, **Little Rock** AR72202 501-371-2974
DH Center, Crowley's Ridge Development Council, Inc.,P.O. Box 1497, **Jonesboro** Ar. 72401, 501-932-1086. Judy Fleming
Pulaski Vocational Technical School, 3000 W. Scenic Rd., **No. Little Rock** AR 72118. Kathleen Peek
Black River Vocational Technical School, P.O. Box 468, **Pocahontas** AR 72455. Georgia Shocklee

CALIFORNIA
SEC: Constance F. Gipson, Career Education, 721 Capitol Mall, 4th Floor, **Sacramento** CA 95814, 916-445-6726
Women's Center, Chaffey Community College, 5885 Haven Ave., **Alta Loma** CA 91701, 714-987-1737. Jeanne Hamilton
DH Prog., North Orange Co., Assessment & Recruitment Ctr., 1006 W. LaPalma, **Anaheim** CA 92801, 714-635-6210. Paul Garza
Senior Convlscnt. Prog., Humboldt Co., 21 Tamal Vista Blvd., Suite 115, **Corte Madera** CA 94925, 415-445-7715. Robert Garrison
DH Project, Women's Resources for Work, 517 Third St., **Eureka** CA 95501, 707-442-3773. Judy Wood.
DH Project of Older Americans Organization, 431 E. Olive Ave., **Fresno** CA 93728, 209-485-7908. Gay Kennedy.
YWCA Women's Center for New Directions, 1600 M St., **Fresno** CA 93721, 209-237-4701. Betty True-Gruen.
DH Program, Career Planning Center, Inc. 2260 W. Washington Blvd., **Los Angeles** CA 90018, 213-735-1325. Joan Suter.
DH Project, City of Los Angeles, Comm. Dev., 200 H Spring St., Rm. 309, **Los Angeles** CA90012, 213-485-3914. Dave Gowsonski
DH Project, Merced College, Continuing Education 3600 M St., **Merced** CA 95340, 209-723-4321. Lynn D. Moock.
DH Center, Inc., Mills college, P.O. Box 9996, **Oakland** CA 94613, 415-632-3205. Milo Smith.
Crossroads Program, Cosumnes River College, 8401 Center Pkwy., **Sacramento** CA 95823, 916-421-1000. Aileen Murdock.
DH Project, Fremont School for Adults, 2420 N St., **Sacramento** CA 95816, 916-454-8748. Virgil Price
Job Resource Ctr., Sacramento/Yolo ETA, 1225 8th St., Suite 260, **Sacramento** CA 95814, 916-920-6111. Elizabeth DeFrancesca
DH Project, PROVEN Seniors Prog., San Diego KIND Corp., 927 C St., **San Diego** CA 92101, 714—239-7751. Rhetta Alexander
DH Service, San Diego Community College District, 5350 University Ave., **San Diego** CA 92105, 714—280-7610. Phyllis Cooper.
Employment Prog. for Mature Women, S. Orange Co., YWCA, 1411 N. Brdway., **Santa Ana** CA 92706, 714-542-3577. Lois Morgan
YWCA Mature Women, Orange County Manpower, 433 Civic Center Dr., **W. Santa Ana** CA 92701, 714-834-3289. Maria Mendoza
DH Project, 924 Anacapa, Lobero Bldg., Suite 4BC, **Santa Barbara** CA 93101, 805-966-5330. Evelyn Ouellette.
DH Project, County of Santa Barbara, CETA Program, 1018 Garden St., **Santa Barbara** CA 93101, 805-963-8971. Shelley Bequet.
DH Project , 406 N. McClelland St., **Santa Maria** CA 93454, 805-925-7817
Working Women, Inc., P.O. Box 7038, **Santa Rosa** CA 95401, 707-523-3167. Sandra Sweitzer.
Center for Self-Reliant Education, De Anza College, 808 W. McKinley Ave., **Sunnyvale** CA 94086, 408—737—9212. Celeste Brody.
DH Resource Center, Victory Valley YMCA, P.O. Box 1249, **Victorville** CA 92392, 714-245-0171. Margaret Jensen.
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COLORADO
SEC: Pat Goggans, State Board for Community Colleges, 1525 N. Sherman St., **Denver** CO 80203, 303-839-3011.
Boulder County Women's Resource Center, 1406 Pine St., **Boulder** CO 80302, 303-447-9760. Susan Milner.
DH Program, Women's Resource Agency, 25 N Spruce St., **Colorado Springs** CO 80905, 303-471-3170. Ethel Tamblyn.
DH Program, Emily Griffith Opportunity Sc., 1260 Welton St., **Denver** CO 80204. Dora Ann Von Vhl.
Mi Casa Women's Resource Center, 1045 W. 10th Ave., **Denver** CO 80204, 303-573-1302. Deborah Pollak.
DH Project, Elizabeth Stone Resource Center, 340 E. Mountain Ave., **Ft. Collins** CO 80524, 303-484-1902. Marilyn Boyer.
DH Program, CO Mountain College 526 Pine, **Glenwood Springs** CO 81601, 303-945-9196. Dave Beyer.
Women's Center, Community College of Denver, 12600 W. 6th Ave., **Golden** CO 80401, 303-988-6160. Joyce Forney.
DH Program, Women's Resource Center, 1059 Rood Ave., **Grand Junction** CO 81501, 303-243-0190. Phyllis Carpenter.
Women's Resource Center, Arapahoe Community Coll. 5900 S. Santa Fe Dr., **Littleton** CO 80123, 303-794-1550. Shirley Nickel.
Virginia Neal Blue Women's Resource Center, 238 Main St., **Montrose** CO 81401, 303-249-7733. Lael Van Riper.
Career Development Center for DH, 720 N. Main St., Suite 320, **Pueblo** CO 81003, 303-544-1972. Jose Ortega
Pueblo Vocational Community College, 900 W. Orman Ave., **Pueblo** CO 81004. Vera Estrada
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Emerge Prog., CO Nrwstn. Com. Col., P.O. Bx 9010, **Steamboat Springs** CO 80477, 303-879-3288. Jeannette Podunovich.
DH Program, Trinidad State Jr. College, **Trinidad** CO 81082. Marilyn Breedlove.
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CONNECTICUT
SEC: Carol Aiken, Bureau of Vocational Program Planning, 165 Capital Ave., Rm. 336, **Hartford** CT, 06115, 203-566-3430.
Women Helping Women Program, YWCA, 1862 E. Main St., **Bridgeport** CT 06610, 203-334-6154. Swarna Raghuvir.
Asnuntuck Community College, Women's Center, P.O. Box 68, **Enfield** CT 06082, 203-745-1603. Joan Rueter.
The Counseling Center, Hartford College for Women, 1283 Asylum Ave., **Hartford** CT 06105, 203-236-5838. Mary Merritt.
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DH Program, Urban League, 1184 Chapel St., **New Haven** CT 06510, 203-624—4168. Suverne Miller.
Women's Employment Resource Center,216 Crown St., Rm. 405, **New Haven** CT 06510, 203-624-2331/787-0540. Ruth Cohen.
Opportunities Industrialization Center, DH Program, 106 Truman St., **New London** CT 06320, 203-447-1731. Patricia Dewkins.
DH Program, YWCA, 422 Summer St., **Stamford** CT 06901, 203-348-4263. Norma Abrahams.
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Delaware DH Center, New State Office Bldg., 820 N. French St., **Wilmington** De 19801, 302-571-2714. Theresa del Tufo.
Women Power, Arden Center, YWCA, 2210 Swiss Lane, **Wilmington** DE 19810, 302-475-8424.

DISTRICT OF COLUMBIA
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Manatee County DH Program, 405 6th Ave., E. **Brandenton** FL 33508, 813-748-2761. MargotJoynes.
Spec. Counseling Ctr., Manatee Co., Dpt. of Hum. Rsrces., P.O. Bx 1138, **Bradenton** FL 33505, 813-748-0087 Regis Chapman
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DH Program, Lee County Voc. Technical School, 3800 Michigan Ave., **Fort Meyers** FL 33905, 813-334-8184. Emma Dunmire
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Women in Management, Indiana River Community College, 3209 Virginia Ave., **Fort Pierce** FL 33450. Nancy Bredemeyer.
DH Project, Santa Fe Community College, P.O. Box 1530, 3000 NW 83rd St., **Gainesville** FL 32602. Ann Bromley.
Challenge: The DH, Florida Jr. College at Jacksonville, 101 W. State St., **Jacksonville** FL 32202, 904-633-8316.
FACE Learning Center, Inc., 12945 Seminole Blvd., Bldg. 2, Suite 8, **Largo** FL 33540.
DH Center, YWCA 210 N.E. 18th St., **Miami** FL 33132, 305-377-8161. Carol Klopfer.
Voc. Equity in Nontrdtnal. Occuptns., Mmi.-Dade Comm. Coll., 11380 NW 27th Ave., **Miami** FL 33167. Janice Armstong.
DH Program, BETA South Career Center, 6151 Miramar Parkway, **Miramar** FL 33023, 305-989-6240.
DH Resource Center, Collier County Public Schools, 3045 David Blvd., **Naples** FL 33942, 813—774-4003. Linda M. Milone.
DH Program, Ctr. for Continuing Ed. for Women, Valencia Comm. Coll., **Orlando** FL 32802, 305-299-5000. Virginia Stuart.
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DH, Pinellas County Public Schools, 1015 10th Ave., N., **St. Petersburg** FL 33705, Virginia Schiferi.
Worns. Lvng. and Lrnng. Prog., St. Prsbg. Jr. Coll., PO Bx 13489, **St. Petersburg** FL 33733. 813-546-0011. June Maddox.
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Center for Creative Employment, P.O. Box 1326, **Tallahassee** FL 32302, 904-222-3824. Pat Schwallie.
Florida State University, Myle Myers Bldg., Appalatchee Parkway, **Tallahassee** FL 32394. Dr. Lathrop.
Women's Survival Center, Inc. 305 Hyde Park Ave., **Tampa** FL 33606, 813-251-8437. Janet Schapper.

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Divorce Clinic/Dvrc. Exprnc., 217 S. King, Rm. 211 **Honolulu** HI 98613, 808-523-1776. Marybeth Webster.
Yes, You Can Program, Ed. Opportunity Center, Maui Comm. College, 310 Kaahumanu Ave., **Kahului** HI 96732. J. Fletcher.
Re-Entry Women's Program, Windward Community College, 45-720 Keahala Rd., **Kaneoke** HI 96744. Kathy Damon.

IDAHO

SEC: G. Lianne McAllister, Vocational Education Equity, 650 W. State St., Rm. 325, **Boise** ID 83720, 208-384-3271.
Women in Transition, ID Manpower Consortium P.O. Bx 35, **Boise,** ID 83735, 208-384-2731. Jiny McAllister.
YWCA Women in Transition Project, 720 Washington St., **Boise** ID 83702, 208-343-3688. Vicki Jo Riggins.
YWCA Women in Transition Project, 300 Main St., **Lewiston** ID 83501, 208-746-9205. Lydia Bodah.
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DH Program, Western Idaho CAA, Box 608, **Payette** ID 83661, 208—642-9086. Gwen Green.
DH Prog., Ctr. for New Drctn., Coll. of So. ID, P.O. Bx 1238, **Twin Falls**ID 83301, 208-733-9554. Cherri Briggs.

ILLINOIS

SEC: Jan Adair, IL Dept. of Adult, Vocational & Technical Education, 100 N. First St., **Springfield** IL 62777, 217-782-5098.
DH Program, 321 S. Main St., Fenton IL 62812, 618-430-9720.
DH Program, Carbondale Women's Center, 408 W. Freeman St., **Carbondale** IL 62901, 618-529-2412. Rosemary Hawkes.
DH, Palatine, Cook County, Cook County Bldg., Rm. 82, 118 N. Clark St., **Chicago** IL 60602, 312-397-3000. William M. Doyle.
Project New Start/DH Ctr., Chicago City-Wide Coll., 185 N. Wabash Ave., **Chicago** IL 60601, 312-977-2538. Carol White.
Horizons Unlimited, DH Project, Richland Community College, 2425 Federal Drive, **Decatur** IL 62526. Diana Meister.
Southern IL University, School of Education, Dept. of Secondary Education, **Edwardsville** IL 62026. Judy Murashige.
State of IL, Div. of Vocational Rehabilation, **Naperville** IL 60540. Dale D. Thomas.
Harper Women's Program, Harper College, Algonquin & Roselle Rds., **Palatine** IL 60067, 312-397-3000. Rena Trevor.
Fresh Beginnings, Court House Bldg., Suite 712, **Rockford** IL 61101, 815-987-3060. Ada Johnson.

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SEC: Cecilia G.Hawkins, Nancy Moller, State Bd., Tech. Ed., 17 W. Market St., **Indianapolis** IN 46204, 317-633-7673.
Fort Wayne Women's Bureau, Inc., P.O. Box 554, **Fort Wayne** IN 46801, 219-424-7977, Harriet Miller.
Purdue University, Home Ec. Dept., S. Campus Court F, **W. Lafayette** IN 47907. Jean Bush.
Southeastern Indiana Vocational School, **Versailles** IN 47402, 812-687-5253. Jo Dell K. Main.

IOWA

SEC: Beverly Gillette, Iowa Department of Public Instruction, Gmres State Office Bldg., **Des Moines** IA 50319, 515-281-3786.
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DH Program, Drake University, **Des Moines** IA 50322, 515-271-3840. Rita Kinkaid.
The Door Opener, 215 N. Federal Ave., **Mason City** IA 50401, 515-424-9071. Shirley Sandage.
Project for DH and Others, Indian Hills Comm. College, Industrial Airport, **Ottumwa** IA 52501, 515-682-8081. Loretta Hudson.

KANSAS

SEC: Corena Mook, Kansas State Dept. of Education, 120 E. 10th St., **Topeka,** KS 66612, 913-296-2091.
Dept. of Adult & Occupational Education, Kansas State University, **Manhattan** KS 66506. Lynn Hausemann.
DH Project, College of Education, Holton Hall, Kansas State University, **Manhattan** KS 66506. Debra L. Olson.
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KENTUCKY

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Bluegrass Employment & Training, 190 No. Upper St. **Lexington** KY 40507, 606-252-7501. Susan B Wurl.
Center for DH, Talbert Continuing Ed. Center, 1018 S. Seventh St., **Louisville** KY 40203, 502-584-5194. Bettye Ferguson.
DH Program YWCA Creative Employment Project, 304 W. Chestnut, **Louisville** KY 40202, 502-585-5550. Susan Reid.
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Center for DH, 414 Louisiana Ave., **Lake Charles** LA 70601, 318—433-6525.Ginger Bourgeois.
Quachita Homemaker Project, Quachita Council on Aging, 300 Essex House, **Monroe** LA 71200, 318-388-2083. Steve Mansur.
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MAINE

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In Transition: DH Project, University of Maine at Augusta, **Augusta** ME 04330, 207-622-7131. Gilda Nardone.
Women's Emplymnt. & Training Prog., State Off. Bldg., State Hse. Sta. 103, **Augusta** ME 04333, 207-289-3032. Diane Paige.

MARYLAND

SEC: Marie Mayor, Maryland State Dept. of Ed., 200 W. Baltimore St., **Baltimore** MD 21201, 301-659-2566.
Career Resource Center, YWCA Women's Center, 167 Duke of Goucester St., **Annapolis** MD 21401, 301-267-6020. Marie Parr.
Center for DH, 2435 Maryland Ave., **Baltimore** MD 21218, 301-243-5000. Barbara Turner.
Community College of Baltimore, Liberty Campus, 2901 Liberty Heights Lane, **Baltimore** MD 21214, Jerry Cohen.
Open Doors: A Career Counseling Ctr. YWCA, 2023 Emmorton Rd., Rt. 24, **Bel Air** MD 21014, 301-838-1480. Louise Kennard
CASA, Inc. New Directions for Women, 100 N. Potomac St., **Hagerstown** MD 21740, 301-739-4990. Vicki Sadehvandi.
Hagerstown Jr. College, 751 Robinwood Dr., **Hagerstown** MD 21740. Michael Parsons.
New Dirctns. fr. Wom., West. MD Mnpwr. Cnsrtium., 92 W. Wash. St., **Hagerstown** MD21740,301-791-3128. Vicki Sadehvandi.
Cecil Community College, **North East** MD 21901. Robert Gell.
New Phase: Career Readiness for Women, 50 Monroe St., Rm. B-06, **Rockville** MD 20855, 301-279-1800. LaVonne Prail.
New Alternative, 601 Addison Rd., S., **Seat Pleasant** MD 20027, 301-350-0843. Doris McGuffey.
New PHASE, Montgomery Co. Div. of Lab. Resrc., 8113 Fenton St., **Silver Spring** MD20910, 202-565-7758. Becky Coughman
DH Project, Villa Julie College, Greenspring Valley Rd., **Stevenson** MD 21153. Millie Jones.
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MASSACHUSETTS

SEC: Maureen V. Lynch, MA Dept. of Ed., Div. of Occupational Education, 31 St. James Av., **Boston** MA 02116, 617-727-8140
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DH Homemakers Network, Inc., c/o Boston YWCA, 140 Clarendon St., **Boston,** MA 02116, 617-536-7940. Gloria Bernheim.
Hmker. Re-Entry Proj. in Fitchburg MA., Of. of Econ. Affrs., Chas. F. Hurley Bg., **Boston,** MA 02114, 617-342-6068. Bill Kazam.
Math & Electronics for DH, Franklin Institute, 41 Berkeley St., **Boston,** MA 02116, 617-423-4630. Ferol Breymann.
Project Re-Entry, Civic Center & Clearning House, Inc., 14 Beacon St., **Boston,** MA 02108. 617-227-1762. Phyllis Adelberg.
Radcliffe College, Alumnae Career Service, 10 Garden St., **Cambridge,** MA 02138. Maria S. Chrisafis.
Women's Job Re-entry Center, 34 Follen St., **Cambridge,** MA 02138.
Educational Outreach, Bunker Hill Community College, **Charlestown,** MA 02129. Terry Sullivan.
DH Project, Bristol Community College, 64 Durfee St., **Fall River,** MA 02720. Daphne Hubbard.
Homemaker Re-Entry Program, 545 Westminster St., **Fitchburg** MA 01420, 617-342-7919. Winnie Deibert.
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Homemaker Re-Entry Program, 578 Jackson, **Lawrence,** MA01840, 617-687-6607.
Second Wind YWCA DH Proj., 105 Hartford Ave., **Natick,** MA01760. 617-653-4464. Pat Wallace.
Women's Work Project, 51 Pleasant St., **Newburyport,** MA 01950. 617-462-7363. Jane Tuohy-Whelan.
Exploring and Preparing for Independent Careers, Newton North Hi. Sch., 360 Lowell Av., **Newton,** MA 02160. Irene Roman.
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Hamden County Women's Center, 347 St. James Ave., **Springfield,** MA 01109. 413-739-4775. Janis DiMonaco.
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SEC: Sara Lincoln, Voc. Tech. Ed. Servs., MI Dept. of Education, P.O. Box 30009, **Lansing,** MI 48909, 517-373-3370.
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Soundings: A Center for Continuing Growth, 602 Oswego St., **Ann Arbor,** MI 48104, 313-665-2606. Glenora Brown.
Women's Resource Center, Henry Ford Comm. Coll., 5101 Evergreen Rd., **Dearborn** MI 48128, 313-271-2750. Grace Stewart.
DH Center, 806 Ludington St., **Escanaba** MI 49829, 906-228-9400.
DH Center, Women's Resource Center, 226 Bostwick NE, **Grand Rapids** MI 49503, 616-456-8571. Joyce Puls.
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Women's Resource Center, Schoolcraft College, 18600 Haggerty Road, **Livonia** MI 48152. 313-591-6400. Jean Christensen.
DH Center, Women's Center, N. Michigan University, **Marquette** MI 49855. 906-227-2219 or 228-9400.
Women Reaching Out/CETA Prog., Evrywom's. Place, Inc., 23 StrongAv., **Muskegon** MI49441. 616-726-4493.Althea Stevens
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MINNESOTA

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DH Program, Mankato CETA, 709 N. Front St., **Mankato** MN 56001, 507-389- 6073.
Mainstay, Inc., 700 N. 7th St., **Marshall** MN 56258, 507-537-7166. Ruthann Wefald.
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New Directions DH Center, Buder School, 5319 Landsdowne Ave., **St. Louis** MO 63109, 314-352-4343. Dorothy O. Survant.
St. Louis Community College at Forest Park, 5600 Oakland Ave., **St. Louis** MO 63110. Ed Ruddy.
DH Program, Dept. of Human Services, 299 E. Commercial St., **Springfield** MO 65803, 417-864-1800. Mary Shafer.
Special School District of St. Louis County, 12110 Clayton Rd., **Town and Country** MO 63131. Bryan Shuster.
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MONTANA

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Women's Center, YWCA, 909 Wyoming Ave., **Billings** MT 59101, 406-245-6879. Sally Weinschrott.
Women in Transition/DH Center, YWCA, 1130 W. Broadway, **Missoula** MT 59801, 406-543-6768. Jo Waldbilling, Center Dir.

NEBRASKA

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NEVADA

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Women's Resource Center, Reno-Sparks YWCA, 1301 Valley Rd., **Reno** NV 89512, 702-322-4531. Nadine Phinney.
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NEW JERSEY

SEC: Jacqueline Walker, Div. Vocational Education, Career Preparation, 225 W. State St., **Trenton** NJ 08625, 609-292-2212.
Alternatives for Woman Now, 517 Penn St., **Camden** NJ 08102, 609-964-8033. Carlette Robert.
Jewish Vocational Services, 454 William St., **East Orange** NJ 07017, 201-674-6330. Margaret Jacob.
DH Project, Women's Career Information Center, Middlesex County College, **Edison** NJ 08817, 201-548-6223. Bonnie Dimun.
Women Working, Bergen Co. Comm. Actn. Prog., 17-25 DiCarolis Ct., **Hackensack** NJ 07601, 201-487-3400. Judy Murphy.
Women's Services, YWCA of Burlington County, 15 W. Main St., **Morristown** NJ 08057, 609-235-6697.
Project WHY-Women Help Yourself, Essex County College, **Newark** NJ 07102, 201-877-3370. Carolyn Miller.
Douglass Advsry. Serv. for Wom., Rutgers Wom. Ctr., 132 Geo. St., **New Brunswick** NJ08903, 201-932-9603. Viola Van Jones.
Career Guidance, Counseling Center, 11 Woodbine Trail, **Parsippany** NJ 07054, 201-335-2544. Carole Mills.
DH Project, Housing Finance Agency, 3625 Quakerbridge Rd., **Trenton** NJ 08619, 609-890-8900, Jane Stone.

NEW MEXICO

SEC: Janice Hightower, State Dept. of Ed., Voc. Ed. Bldg., **Santa Fe** NM 87503, 505-827-3151.
NM Comsn. on Status of Wom., 600 2nd St.NW, **Albuquerque** NM 87102, 505-842-3286 or 800-432-9168 . Tasia Young.
DH Service, Office DORAHS, 1529 Eubank NE Suite F, **Albuquerque** NM 87112. Denise Kern.
Technical Vocational Institute, 525 Buena Vista SE, **Albuquerque** NM 87106. Muriel Kerchmeyer.
New Mexico Military Institute, Main and College, **Roswell** NM 88201. Gwen Robbins.

NEW YORK

SEC: Mary Ann Etu, State Dept. of Education, Twin Tower, Room 1624, **Albany** NY 12224, 518-474-0097.
SUNY, State Education Dept., Home Economics, 99 Washington AV., **Albany** NY 12210, 518-474-3954. Elizabeth A. Brown.
DH Program Nassau BOCES, Adult Occupat. Ed. Ctr., 1 Albertson Av., **Albertson** NY 11507, 516-484-1900. Doris Peppard.
DH Prog. of Park Slope, WISH—Women in Self Help, 421 5th Av., **Brooklyn** NY 11215, 212-768-9700 or 9714. Carol McVicker.
DH Program, Sisters of Good Shepard Res., 421 5th Av., **Brooklyn** NY, 11215, 212-768-9700/9714.
Fresh Start Training Prog., Agudath Israel of Amer., 813 Av. H, **Brooklyn** NY 11215, 212-434-8098, Risa Schmookler.
NY City Community College, 300 Gay St., **Brooklyn** NY 11201, 212-643-2323. Richard Greenfield.
Bronx Community College, West 181 St. & University Av., **Bronx** NY 10453, 212-367-7300, Margaret Riley.
Buffalo C.S.D., 712 City Hall, **Buffalo** NY 14202, 716-842-7906. Katherine Naples.
DH Center of Wstrn. NY, Everwoman's Oprty. Ctr., Inc., 1407 Genesee Bldg., **Buffalo** NY 14202, 716-847-8850. Betsy Hopkins.
Suffolk BOCES no. 3, 507 Deer Park Rd., **Dix Hills** NY 11746, 516-549-4900. Ronald C. Flood.
Tompkins-Cortland Community College, 170 North St., **Dryden** NY 13053, 607-844-8211. Sandra Rubail.
DH Center, 5 East Main St., **Fredonia** NY 14063, 716-673-1388.
Hofstra University, Counseling Center, Rm. 240, **Hamstead** NY 11550, Sonia Scheim.
DH Prog. Action Cncl. of Cntrl. Nassau, Inc., Farmedge Rd., **Island Trees** I, **Levittown** NY 11756, 516-579-4433. Phyllis Borger.
Coalition of Labor Union Women, Ctr. for Ed. & Rsrch., 770 Brdway, Suite 200, **NY** NY 10003, 212-677-5764. Elyse Glassberg.
DH Program, YWCA Women's Center, 610 Lexington Av., **NY** NY 10022, 212-755-4500. Chris Filner.
DH Project, National Council of Negro Women, 198 Broadway, **NY** NY10038, 212-964-2727.H. Whitcomb.
DH Center, 1317 Portage Rd., **Niagara Falls** NY 14301, 716-282-8472.
DH Prog., Rockland Cty Guidance Ctr. for Wom., 10 N Brdwy., **Nyack** NY10960, 914-358-9390 or9391. Margaret T. Anderson.
Adult Career & Education Counseling Center, 319 Mill St., **Poughkeepsie** NY 12601, 914-471-8085. Nancy Keppler Foster.
DH Progr. , SCAP, 510 State St., **Schenectady** NY 12305, 518-374-9181. Anita Baker.
Staten Island Community College, 130 Stuyvesant Pl., **Staten Island** NY 10301, 212-390-7707. Ralph Gut.
Women-Center for DH, Ulster County Community College, **Stone Ridge** NY 12484, 914-687-7621. Carole Rhoades.
Onondaga-Madison BOCES, 6820 Thompson Rd., **Syracuse** NY 13211, 315-437-1631. Robert Giambattista.
DH Center, 149 Broad St., **Tonawanda** NY 14150, 716-692-4268.
Mohawk Valley Community College, 1101 Sherman Dr., **Utica** NY 13501, 315-792-5524. Eve Hendricks.

Nassau BOCES, Valentines Rd. & The Plain Rd., **Westbury** NY 11590, 516-484-1900. Frank J. Wolff.

NORTH CAROLINA

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DH Program, 107 Bivas Bldg., Duke University, 614 Chapu Dr., **Durham** NC 27707, 919-684-6259. Dorothy Heatherington.
DH Program, YWCA, 809 Procter St., **Durham** NC 27707, 919-682-9671. Julia Slebos.
DH Center, Fayetteville State Univ., Newbold Sta., **Fayetteville** NC 28301, 919-486-1221. Barbara Ragland Jones.
Career Development Center for DH, Wilcar Executive Center, 223 W. Tenth St., **Greenville** NC 27834.
Homemaker Entry Program, YWCA Women's Ctr., 1112 Gatewood Av., **High Pt.** NC27260, 919-882-4126. Muriel M. Gruen.
Career Development Center for DH, 139 College St., **Oxford** NC 27565.
Career Development Center for DH, 526 North Wilmington St., **Raleigh** NC 27604.
Human Resource Development Program, Dept. of Community College, Education Bldg., **Raleigh** NC 27611. Linda Lindsey.
Career Development Center for DH, Old Post Office Bldg., **Roxboro** NC 27573, 914-599-9865. Donna Terrell.
Career Development Center for DH, Cleveland Tech. Annex- No. Washington St., **Shelby** NC 28150.
DH Project Women's Center, Southeastern Comm. Coll., PO Box 151, **Whiteville** NC 28472, 919-642-8700. Nancy A. Mershon.
DH Program, Cape Fear Technical Institute, 411 N. Front St., **Wilmington** NC 28401, 919-343-0481. Robin Lewis.

NORTH DAKOTA

SEC: Nancy Thorndal, ND State Board for Vocational Education, 900 East Blvd., **Bismarck** ND 58501, 701-224-2678.
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Bismarck-Mandan DH League, 704 Mandan St., **Bismarck** ND 58501, 701-258-3597. Bonnie Palacek.
DH Program, Job Services, Box 1537, **Bismark** ND 58501, 701-224-2790. Pat Graff.
Adult Career Planning, 321 Minard Hall, ND State University, **Fargo** ND 58105. Cheryl Young.
Center for DH, Fargo-Moorhead YWCA, 411 North Broadway, **Fargo** ND 58102, 701-232-2547.
North Dakota State University, College of Social Sciences & Humanities, **Fargo** ND 58105. Cheryl Stanosheck Young.

OHIO

SEC: Nancy S. Evans, 907 Ohio Departments Building, 65 South Front St., **Columbus** OH 43215, 614-466-3430.
Crr Advncmt Prog. Wom's.Ntwrk., 39 E. Market St., **Akron** OH 44308, 216-376-7852.Elizabeth Wettach-Ganocy.
Four County JVS, Rt. 1, Box 245 A, **Archbold** OH 43502, 419-267-3331. Helen Weldy.
Ohio Hi-Point JVS, **Bellefontaine** OH 43311, 513-599-3010. Karen E. Laubscher.
Pickaway-Ross JVS, **Chillicothe** OH 45601, 614-642-2550.
DH Program, YWCA/Cinc. Pub. Sch., 9th & Walnut St., **Cincinnati** OH 45202, 513-241-7090, or 221-5052. Sandra L. Hendrick.
Scarlet Oaks JVS, 3254 E. Kemper Rd., **Cincinnati** OH 45241, 513-771-8810.
Montgomery Co., JVS **Clayton** OH 45315, 513-837-7781.
DH Prog. Cuyahoga Comm. Coll., 11000 Pleasant Valley, Rd., **Cleveland** OH 44130, 216-845-4000. Roslyn Talerico.
Women's Studies Library, 240 Main Lib., Ohio State Univ. Libs., 1858 Neil Av., Mall, **Columbus** OH 43210, 614-422-6151.
Dh Program, 620 East Broad St., **Columbus** OH 43215, 614-461-6117. Carla Ann Darnell.
Dayton Public Night School, 118 E. First St., **Dayton** OH 45402, 513-222-6301.
DH Program, Career Development Center, 140 East Monument Av., **Dayton** OH 45402, 513-461-7455. Jane Pouley.
Re-Entry Women Program, Wright State University, 140 E. Monument Av., **Dayton** OH 45402, 513-223-6041. Syd Golub.
Vanguard Vocational Center, **Fremont** OH 43420, 419-332-2626.
Ashtabula County JVS, **Jefferson** OH 44047, 216-576-6015.
Apollo JVS—State Coord. Office, 2225 Shawnee Rd., **Lima** OH 45806, 419-999-3015. Carol Bodeen.
Columbiana County JVS, **Lisbon** OH 44432, 216-424-9561.
New Directions for Women Project, The Grail Grailville, **Loveland** OH 45140, 513-683-2962. Mary Gindhart.
Tri Rivers JVS, **Marion** OH 43302, 614-389-4681. Karen S. McCloskey.
Tri County JVS, **Nelsonville** OH 45763, 614-753-3511. Tillie McCarty.
Buckeye JVS, **New Philadelphia** OH 44629, 216-339-2288.
Upper Valley JVS, **Piqua** OH 45356, 513-778-1980. Rita J. Hollenbacher.
Guernsey-Noble JVS, **Senecaville** OH 43780, 614-685-2518.
Springfield Clark JVS, 1901 Selma Rd., **Springfield** OH 45505, 513-325-8347.
Laurel Oaks JVS, **Wilmington** OH 45177, 513-382-1411.
Green County JVS, 2960 W. Enon Rd., **Xenia** OH 45385, 513-372-6941. Carol L. Shaw.
Step-up, Choffin Career Center, 200 E. Wood St., **Youngstown** OH 44503, 216-743-2187. Jean Knight.

OKLAHOMA

SEC: Fern Green, OK State Dept. of Vocational-Technical Education, 1515 Sixth Av., **Stillwater** OK 74074, 405-377-2000.
DH Program, Canadian Valley Voc-Tech School, 1401 Michigan, **Chickasha** OK 73018, 405-224-7220. Jo Ann Watson.
DH Program, Red River Voc-Tech School, 3300 West Bois D'Arc, **Duncan** OK 73533, 405-255-2903. Iris Cooper.
DH Project YWCA, 525 S. Quincy, **Enid** OK 73701. Ethel Mae Payne.
Center for DH, Moore-Norman Area Voc.-Tech. Sch., 4701 12th Ave., NW, **Norman** OK 73069, 405-364-5763. Jan Wormack.
DH Program, State Dept. of Voc. Ed, 1515 West 6th St., **Stillwater** OK 74074, 405-377-2000. Kay Skruggs.
DH Services, Home Economics West, Oklahoma State University, **Stillwater** OK 74074, 405-624-6570. Beulah Hirschlein.
YWCA Employment/Personal Counseling Services, 1920 S. Lewis, **Tulsa** OK 74105, 918-749-2519. Karen Griffith.
DH Prog., Mid-Amer. Voc. Tech., Hwy 59 & I-35 Exch., **Wayne** OK 73095, 405-449-3391. V. Green.

OREGON

SEC: Joan Siebert, Prog. Audit Div., State Dept. of Education, 942 Lancaster Drive, NE, **Salem** OR 97310, 503-378-3074.
Single Heads of Households, Central Oregon Comm. College, **Bend** OR 97701. George Zahl.
DH/Widowed Services Program, 1609 Agate St., **Eugene** OR 97403, 503-686-4220. Hazel M. Foss.
Women In Non-Traditional Careers, Lane Community College, **Eugene** OR.
Women's Opportunity Program, Rogue Community College, **Grant's Pass** OR 97526. Andrea Beardsley.
Eastern Oregon Consortium, Treasure Valley Comm. College, **Ontario** OR 97914. Marylin Cates.
Solo Center, 1832 N.E. Broadway, **Portland** OR 97232, 503-287-0642. Betty Daggett.

PENNSYLVANIA

SEC: Jackie Cullen, Penn. State Dept. of Education, P.O. Box 911, **Harrisburg** PA 17126, 717-787-4865.
Child Care Expansion for DH, Northampton County Area Comm. College, 3835 Green Pond Rd. **Bethlehem** PA 18017.
DP Program, Butler County Comm. College, College Dr., Oak Hills, **Butler** PA 16001, 412 287-8711. Sue R. Bennitt.
Women's Career Alternative Program, Cheyney State College, **Cheyney** PA 19319, 215-758-2406. Priscilla Farrer.
DH Program, Central Penn. Comm. Action, 650 Leonard St., Box 792, **Clearfield** PA 16830, 814-765-1551. Kay Silner.
Potential Reentry Opportunities in Business & Education (PROBE), 101 Walnut St., **Harrisburg** PA 17101.Kathryn Towns.

Project Return, Harrisburg Public Library, **Harrisburg** PA 17101.
Indiana University of PA, Vocational Personnel Prog., 15460 Whitmyre Hall, **Indiana** PA 15705, 412-357-4434. Nancy O'Rourke.
Consumer Ed. for Women in Transit, **Delaware** County Comm. Coll. Rte. 252 & Media Line Rd., **Media** PA 19063.
Stepping Stones, Bucks County Comm. College, Swamp Rd., **Newton** PA 18940, 215-968-5861.
Vocational Re-training for Women, Bucks County Comm. College, Swamp Rd. **Newton** PA 18940.
DH Project, Comm. College of Philadelphia, 34S.11th St.,**Philadelphia** PA 19107.
DH Program, Luthern Settlement House, 1340 Frankfort Ave., **Philadelphia** PA 19125, 215-426-8610. Carol Goertzel.
Options for Women, 849 Germantown Ave., **Philadelphia** PA 19118, 215-242-4955. Marcha Kleiman.
Women in Transition, Area Mnpwr., 1317 Filbert St.,**Philadelphia** PA 19107, 215-686-8681. Jay Spestor.
Wom. in Transition, Inc., 4025 Chsnt. St., Rm 305, **Philadelphia** PA 19104, 215-387-5556 or 386-4900 (hot line). Linda Resnick.
Job Advisory Service, Chatham College, Woodland Rd., **Pittsburgh** PA 15232, 412-441-6660 or 6661, Kathryn McGregor.
Wom. in Transition Proj., Com. Col., 1130 Perry Hwy, 111 Pines Plaza, **Pittsburgh** PA 15232, 412-366-7000. Mary Lane Salsbury
DH Mature Wrkrs Proj., Schuylkill-Carbon Agcy. for Mnpwr., 433 S.Ctr. St., **Pottsville** PA 17901, 717-628-5215. Frank Milewski
Women's Emplymnt. Advocacy Proj., Econ. Oppor. Cabinet of Schuylkill County, Court House, **Pottsville** PA 17901.
Women's Career Dev. Ctr. for DH, Reading Area Comm. Coll., Box 1706, **Reading** PA 19603, 215-372-4721. Belinda Gutwein.
WORC Project, 64 S. Beesqn Blvd., **Uniontown** PA 15401, 412-438-1470. Marilyn McDaniel.
DH Program, YWCA, 123 North Church, **West Chester** PA 19380, 215-692-3737. Iris Freiman.
Ctr. for DH YWCA, 40 W. Northampton St., PO Box 1283, **Wilkes-Barre** PA 18705, 717-823-7758 or 0181. Marianne Mebane.
New Options for DH, Williamsport Area Community College, 1005 W. 3rd St., **Williamsport** PA 17701.
DH Employment/Skills Training, Westmoreland County Community Coll., College Station, **Youngswood** PA 15697.

PUERTO RICO

SEC: Carmen Rivera, Dept. of Ed. Voc.-Tech. Ed. Prog., PO Bx. 759, **Hato Rey** PR 00919, 809-753-9128.

RHODE ISLAND

SEC: Linda M. Greenwood, State Dept. of Ed., Bur. of Voc. Tech. Ed., 22 Hayes St., Rm. 222-B, **Prov.** RI 02908, 401-277-2691.
Career Counseling Center, 22 Hayes St., **Providence** RI 02908.
DH Center, Dept. of Community Affairs, 150 Washington St., **Providence** RI 02902, 401-277-2686. Elaine Roberts.

SOUTH CAROLINA

SEC: Annie L. Winstead, 912C Rutledge Bldg., 1429 Senate St., **Columbia** SC 29201, 803-758-3156.
DH Project, Richland Two School Distrct, 6831 Brookfield Rd., **Columbia** SC 29206, Nancy McGraw.
Opening Doors for the DH, Greenville Tech. College, PO Box 5616, **Greenville** SC 29606, 803-242-3170. Harriet Kessinger.
R.D. Anderson Vocational Ctr., PO Box 25, **Moore** SC 29369. Jan Johnson.
Transition Resources, Inc., PO Box 512, **Orangeburg** SC 29115, 803-536-5972. Jean Lipcomb.
DH Project, Beaufort-Jasper Career Education Center, Rt. 1, Box 127, **Ridgeland** SC 29936, 803-726-8107. Mary Lou Cordray.
Oconee County School, PO Box 220, Courthouse Annex, **Walhalla** SC 29691. Charles Kennedy.
Lexington Two School District, PO Box 408, **West Columbia** SC 29169. Denard Harris.

SOUTH DAKOTA

SEC: Ella Stotz, Richard F. Kneip Building, **Pierre** SD 57501, 605-773-3423.
Resource Center for Women, 620 SE 15 Av., **Aberdeen** SD 57401, 605-226-1212. Mary Hayenga.
DH Project, Center for Women, Sioux Falls College, **Sioux Falls** SD 57101, 605-336-2850. Jan DeWitt.

TENNESSEE

SEC: Patricia Steffan, Dept. of Ed., Div. of Voc. Tech. Ed., 200 Cordell Hull Bldg., **Nashville** TN 37219, 615-741-3059.
Second Start, E. TN Human Resource Agency, 4711 Old Kingston Pike, no. 112, **Knoxville** TN 37919, 615-584-0244.
WORK Program, Knoxville Women's Center 406 Church St, **Knoxville** TN 37902, 615-524-0716. Cheryl Fowler, Jo Rutherford
Career Directions, Kingsbury Technical Center, 1328 N. Graham St., **Memphis,** TN 38128, 901-454-5586.
DH Project, YWCA, 1608 Woodmont Blvd., **Nashville** TN 37215, 615-385-3952. Gail Kopcsak.
Homemakers Back to Work, Hume-Fogg High School, 700 Broad, **Nashville** TN 37203, 615-259-5415. Louis Catignani.

TEXAS

SEC. Cecil Wright, Texas Education Agency, 201 E. Eleventh St., **Austin** TX 78701, 512-475-2585.
DH Prog., Amarillo Coll.—Off. of Women's Progs., PO Bx 447, **Amarillo** TX 79178, 806-376-5111. Michelle Gilmour.
Redirected Homemakers, Independent Sch. Dist., Comm. Ed. Office, 1607 Pennsylvania, **Austin** TX 78702. Ann Finch
DH & Other Groups, Ranger Jr. College, College Circle, **Ranger** TX 76470. Joanne Moore.
New Dimensions—DH Training Prog., TX A & M Univ. System, F.E. Drawer K, **Coll. Sta.** TX 77843, 713-845-4814. Pam Horne.
Fort Worth Independent School District, 705 S. Henderson, **Fort Worth** TX 76104. Johnny Sue Reynolds.
DH Project, Houston Community College, 2720 Leeland, **Houston** TX 77003, 713-237-1040. Carol Creswell.
Central Texas College, Highway 190 West, Bell-Coryell Counties, **Killeen** TX 76541. Rhetta Fleming.
DH Project, Paris Jr. College, **Paris** TX 75460, 214-785-7661. Vicki Oglesby.
DH Program, Bexar County Women's Center, 2300 W. Commerce, **San Antonio** TX 78207, 512-225-4387. Rosemary Stauber
Homemakers Re-Entry, San Antonio College, 1300 San Pedro Av., **San Antonio** TX 78284, 512-734-7311. Kay Moore.
National Women's Employment & Education, Inc., 1005 S. Alamo, **San Antonio** TX 512-225-6647.
New Directions, Wilbarger County Jr. College, 4400 College Dr., **Vernon** TX 76384, 817-552-6291. Shirley Woods.
Displaced Homemaker Project, McLellan Comm. Coll., 1400 Coll. Dr., **Waco** TX 76708, 817-756-6551. LaVerne Wong.

UTAH

SEC. Barbara B. Hales, Utah State Board for Vocational Education, 250 E. 500 South, **Salt Lake City** UT 84111, 801-533-5371
Better Jobs for Women, Utah Technical College, **Provo** UT 84601.
Alternative Job Options for Women, Phoenix Institute, 383 S. 600 East, **Salt Lake City** UT 84102, 801-532-5080. Jerri Brown.

VERMONT

SEC. Noreen O'Connor,Voc.-Tech. Ed.Div., VT Dept. of Ed.,State Off. Bldg., 120 State St., **Montpelier** VT05602, 802-828-3101
YWCA Referral Project, 278 Main St., **Burlington** VT 05401, 802-862-7520. Suzanne Ferland.

VIRGINIA

SEC: Elizabeth Hiwa, State Dept. of Education, PO Box 6-Q, **Richmond** VA 23216, 804-786-2648.
Displaced Homemakers Project, Alternative Careers, 2700 S Lang St., **Arlington** VA 22206. Fran Henderson.
DH Project, FOCUS, PO Box 3365, **Charlottesville** VA 22903, 804-293-2222. Susan Fischer.
New Directions for Former Hmkrs. Progs., Fairfax Co. Schs., 6131 Willston Dr., **Falls Church** VA 22044, 703-437-4379.
Displaced Homemakers-Changing Lifestyle, Home Ec. Dept., James Madison Univ., **Harrisonburg** VA22807. Dorothy Rowe.
Women's Resource Center of Central VA., Randolph-Macon Women's College, Box 418, **Lynchburg** VA 25403. Betsy Upshur.
Greater Resources & Opportunities for Women, PO Box 6094, **Roanoke** VA 24017. Jean Lee Franklin.

WASHINGTON

SEC: Beverly W. Postelwaite, Commission for Voc. Ed., Bldg 17, Airdustrial Pk, **Olympia** WA 98504, 206-753-5651.
Grays Harbor Community College, **Aberdeen** WA 98520. Margaret Allan.
Green River Comm. College, 12401 S.E. 320th, **Auburn** WA 98002. Maud Adams.
DH Prog., Bhue. Com. Col., 3000 Landerholm Circ. SE, **Bellevue** WA 98007, 206-641—2279. Catherine Tasketi, M. Brune.
Whatcom Community College, 5217 Northwest Rd., **Bellingham** WA 98225. Drew Oakley.
Olympic Community College, 16th and Chester, **Bremerton** WA 98310. Sandy Heathershaw.
Centralia Community College, PO Box 639, **Centralia** WA 98531. Beverly Butters.
Everett Community College, 801 Wetmore, **Everett** WA 98201. Susan Aldritt.
DH Program, Lower Columbia Comm. Action Council, PO Box 2126, **Longview** WA 98632. 206-425-3430. Marilyn Melville.
Lower Columbia Community College, 1600 Maple, **Longview** WA 98632. Loretta Seppanen.
Rural Access, Edmonds Community College, 20000-68 West, **Lynwood** WA 98036, 206-775-4444. Ruth McCormick.
DH Prog.—Wom. Ctr., Highline Comm. Coll., **Midway** WA 98031, 206-878-3710. Betty Colsaurdo.
Big Bend Comm. College, 24th and Andrews, **Moses Lake** WA 98837.
Skagit Valley Comm. College, 2405 College Way, **Mount Vernon** WA 98273 Serry Satran.
O.T.C.C. 2100 Mottman Rd. S.W., **Olympia** WA 98502, Beverly Butters.
Columbia Basin Comm. College, 2600 North 20th, **Pasco** WA 98301, Marcia Cngler.
Peninsula Comm. College, 1502 E. Lauridsen Blvd. **Port Angeles** WA 98362. Frances Prindle.
DH Program, East Valley YWCA, 231 Williams Avenue South, **Renton** WA 98055, 206-255-1201. Betty Holt.
DH Program, YWCA East Branch, 2820 East Cherry, **Seattle** WA 98122, 206-322-0186. Rita Etter.
DH Program, YWCA Main Branch, 1118 5th Avenue, **Seattle** WA 98101, 206-447-4862. Millie Andrews.
DH Program, YWCA North Branch 1330S 1st Av. N.E., **Seattle** WA 90125, 206-364-6810. Janis Rude.
DH Program, Shoreline Comm. College, 16101 Greenwood North Drive, **Seattle** WA 98133, 206-546-4606. Diane Dailey.
DH Program, YWCA West Branch, 4800 40th Avenue S.W., **Seattle** WA 98136, 206-937-0472. Barbara Benson.
Mature Wrkrs., King Snohomish Mnpwr. Cnsrtum., 1811 Smith Tow. Bldg. 506 Second Ave. **Seattle** WA98104, 206-625-4769
North Seattle Community College, 9600 College Way N., **Seattle** WA 98103. Cecile Andrews.
Project-Human DVT. Center, Seattle Central Community College, 1701 Broadway, **Seattle** WA 98122.
Seattle Central Comm. Coll., 1701 Broadway, **Seattle** WA 98122. Leslie Cossitt.
South Seattle Comm. College, 6000 16th Ave. S.W. **Seattle** WA 98106. Katey Alexander.
Spokane Comm. College, N. 1810 Green St., **Spokane** WA 99207. Lois Packer.
DH Center, Spokane Falls Community College, W. 3410 Ft. George Wright Dr., **Spokane** WA 99204,Judy Bostain.
DH Prog.-Wom. Progs., Spokane Falls Com. Col., 3410 W. Fort Geo. Wright Dr., **Spokane** WA 99204. 509-456-3275.
Clinic for DH, Fort Steilacoom Comm. Coll., 9401 Farwest Dr.,SW Rm 6022, **Tacoma** WA 98498, 206-964-6711
Ft. Steilacoom Comm. College, 9401 Farwest Dr. SW, **Tacoma** WA 98498. Susan Huck.
Mature Workers, City of Seattle, Pierce Co. Mnpwr. Plan., 2401 So. 35th St., **Tacoma** WA 98409, 206-593-4940. Les Crowe.
Pierce Co. Re-Entry Prog., Clover Park VT Inst., 4500 Steilacoom Blvd., **Tacoma,** WA98499, 206-593-4940. D. Doss.
Tacoma Comm. College, 5900 S. 12th, **Tacoma** WA 98465. Pat Shuman.
Clark Comm. College, 1800 E. McLoughlin, **Vancouver** WA 98663. Ann Gardner.
DH, Vancouver, Clark County-CETA P.O. Box 5000, **Vancouver** WA 98663, 206-699-2494. James Massey.
DH Project YWCA Job Bank, 1115 Ester St., **Vancouver** WA 98660, 206-696-0167. Maxine Seljack.
Special Adult Program, Clerk County CETA, Dept. of Human Resources, PO Box 5000, **Vancouver** WA98663. Elizabeth Meyer
Walla Walla Community College, 500 Tausick Way, **Walla Walla** WA 99362. Roxanne Park.
Wenatchee Valley Comm. College, 1300 Fifth St., **Wenatchee** WA 98801. Joan Gregg, Sally Bartrum.
Yakima Valley Comm. College, 16th and Nob Hill Blvd., **Yakima** WA 98902. Sharon Foster.

WEST VIRGINIA

SEC: Marlene Grady, W.VA. Dept. of Ed., B252 Capti. Cmplx., 1900 Wash. St., E., **Charlestown** WV 25305, 304-348-0495.
R.J. Moore Vocational Technical Center, Route 1, **Liverpool** WV 25257. Raymond Cunningham.
Connections, W.VA Institute of Technology, **Montgomery** WV 25136. Ken Burrows.
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Special thanks to:	The Displaced Homemakers Network, Inc., and people who work with and for displaced homemakers throughout the country.

Vocational counselors are encouraged to refer to the **Resource Guide for Vocational Educators and Planners.** This companion publication shows how vocational programs can be extended to or expanded for displaced homemakers in secondary or post-secondary vocational-technical schools, state universities, community and junior colleges, Comprehensive Employment and Training Act (CETA) programs, and/or community-based agencies.

The **Guide** is available for sale through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

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